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METCALF AND RAFTER'S
LANGUAGE
SERIES



BOOK ONE



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A
LANGUAGE SERIES

BOOK ONE

BY

ROBERT C. METCALF, D.LITT.

EX-SUPERVISOR OF SCHOOLS, BOSTON, MASS.

AND

AUGUSTINE L. RAFTER, A.M.

ASSISTANT SUPERINTENDENT OF SCHOOLS, BOSTON, MASS.



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ENTERED AT STATIONERS' HALL, LONDON

M.-E. LANG. SER. BK. L.

W. P. 6

PREFACE

AT the beginning of their school life, children have more or less ability to tell what they know. The English that they use in talking may not be very good, and usually they are not able to write it at all. During the first three years at school, however, they improve in speech, and learn also how to express their thoughts, in a simple way, in writing.

During this period of the child's life, a large proportion of time should be, and usually is, given to cultivating the power of observation by the study of plants, animals, and other natural objects that may be obtained in the vicinity of the school.

It is not to be expected or desired that this form of study should be methodical or thorough, but it should serve the purpose of leading the child to acquire a store of varied information for more careful study in the near future. It is agreed generally that the systematic study of the English language should begin in the fourth year of the pupil's school life, and for many reasons it is thought desirable that children should be provided at this time with a well-graded textbook in English. The main objects that have been kept in mind in the preparation of this series are :—

1. A presentation of the subject matter that will lead the pupil to express his thoughts spontaneously and with some degree of accuracy.

2. The exposition of a plan for a careful and somewhat thorough study of familiar objects.

3. A closer and more systematic correlation of observation and expression.

A reference to the table of contents will disclose the manner in which the aims thus indicated have been carried out. It is not to be assumed that the child at this period possesses a very large fund of knowledge; therefore, to the end that his knowledge may be increased, lessons on subjects suitable to his understanding are supplied in the form of pictures, such natural objects as can be obtained easily, and interesting stories and poems. Interspersed among lessons of this character are exercises for the purpose of fixing in the mind of the pupil *correct language forms*.

The order of presentation of a lesson is as follows: —

1. Furnishing the pupil with the means for acquiring correct information.

2. Skillful questioning of the pupil for the purpose of arranging properly and crystallizing this information in the mind.

3. Requiring of the pupil natural and orderly oral and written expression.

It is a truism, but worthy of note, that oral reading of choice selections from suitable literature is a powerful aid in the language work of a schoolroom, because it accustoms the ear to the sound of good English, and thus fosters its use in the speech of the pupils.

In courses of study in English, grade teachers often are advised to give frequent dictation exercises and to require the pupils to commit to memory a number of poems; but in the multiplied duties of any grade, a teacher has little

leisure to compose and to write upon the blackboard suitable dictation exercises, or to search through one or two volumes for a particular poem and then to spend time in copying it.

It is one of the purposes of this series to free the teachers, as far as possible, from unnecessary, uneconomic copying, thereby allowing them the maximum amount of time to devote to their pupils.

Book One is designed for use in the fourth, fifth, and sixth years of the elementary schools. The authors, in the preparation of this series, have had before them the new course in English, prepared under the direction of the Board of Superintendents of the City of Boston, by a committee consisting of an assistant superintendent, principals of districts, a Boston Normal School teacher, and teachers from each of the grades.

Some of the ablest teachers of English have tested the lessons of this series in their classrooms, a fact that may justify the claim that the lessons have been standardized, and that they are suitable for the grades for which they are intended.

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A LANGUAGE SERIES

BOOK ONE

1. PICTURE STUDY

Observation and Oral Practice

Of whom is this a picture ?

Where are the little girls ?

What season of the year is it ?

Describe the larger girl in a few simple words.

What is she doing ?

Why does she hold a buttercup under the baby's chin ?

Describe the baby.

You can see but little of the baby's face ; describe it as you imagine it to look.

What is she doing ?

Perhaps these children are sisters ; perhaps they are visiting on a farm for the summer.

Which one do you like the better ? Why ?

Give them each a name.

Give the picture a name.

Note to the teacher: The "Oral Practice" lessons in this book are intended to be familiar talks, between teacher and pupils, upon the subject chosen for the day's language lesson. These "familiar talks" are designed to stimulate the interest of pupils, to gather information, and to

give practice in the use of good English. It should be borne in mind, however, that it is the pupils, rather than the teacher, who need the practice. It should be the aim of the teacher, by judicious hints and suggestions, to supplement the work in the book, the limitations of space allowing in any lesson only an outline of what may and should be done in the class exercise.

2. THE SQUASH

Observation and Oral Practice

Look at this squash.

What can you say of its shape?

What do you notice about its color?

Compare its color and shape with the color and shape of some other squash that you may have seen.

Feel the surface of the squash, and tell what you notice.

Notice the size of the squash, and look at the stem. Do you think it could have grown on a tree? Give a good reason for your answer.

What about its color, if it had grown under ground?

If it did not grow on a tree or under ground, how do you think it did grow?

Is the squash a fruit or a vegetable?

Think over the names of some vegetables that you have seen; which of these do you think grew on vines?

Do you know what the inside of this squash is like?

How can you find out?

Note to the teacher: The aim of this lesson on observation, and of similar lessons that follow, is to center the interest of the pupils on the **object before them**; to encourage them in spontaneous self-expression; to enlarge their vocabulary, and thus to prepare them for written work.

3. THE SQUASH (*continued*)**Observation and Oral Practice**

The squash is in two parts to-day.

What do you notice about the inside of the squash?

How are the seeds arranged?

How many seeds has this squash?

Of what use are the seeds?

What is the color of the inside of the squash?

What is this little mark on the outside of the squash opposite the stem?

Did the squash grow from a blossom?

Can you answer the last question by tasting, smelling, feeling, or observing the squash? How long did it take you to find out?

How can you learn about the growth of the squash?

State some facts about the color, the size, and the skin of the squash.

In speaking of the squash, what other word may you use in place of *skin*?

Instead of using the word *squash* so many times, what little word may you use in place of it?

When you are writing or talking, instead of the word *see* you may sometimes say *look*, or *notice*, or *observe*.

Do the following groups of words mean the same thing?

- | | |
|----------------------------|---------------------------|
| 1. I saw the squash. | 3. I noticed the squash. |
| 2. I looked at the squash. | 4. I observed the squash. |

Can you tell the difference between *seeing*, *looking at*, *noticing*, and *observing* a squash?

4. THE SENTENCE

1. The squash is large.
2. This squash is yellow.
3. The squash has a rough skin.
4. This squash is nearly round.

Read the first group of words.

Does it make complete sense?

Drop the word *is* from the first group; does it make complete sense now?

Will it make complete sense if you leave out the word *squash* from the first group?

Will it make complete sense if you leave out the word *large* from the first group?

Does each group of words, 1, 2, 3, 4, make complete sense?

A group of words that makes complete sense is called a sentence.

In each of these groups of words, or sentences, we tell something about the squash, or we make a statement.

A sentence that tells something is called a statement.

What statement does the first sentence make?

What statement does each of the other sentences make?

With what kind of letter does the first word of each sentence begin ?

What mark do you find after the last word of each sentence ?

Every sentence should begin with a capital letter.

A period should be placed after the last word of every statement.

Dictation

1. I ate two pears for my lunch.
2. These apples are ripe and juicy.
3. The ground is covered with leaves.
4. Henry sharpened his knife.

Note to the teacher: Exercises in dictation should be given often and regularly, their object being to fix firmly in the pupil's mind correct language forms, and to familiarize him with their proper use. Whenever a lesson is given on language forms, it should be followed by dictation exercises that emphasize the forms taught.

5. CAPITAL LETTERS

1. Samuel Johnson was born in Lichfield, England.
2. Portland, Maine, is the birthplace of Henry Wadsworth Longfellow.
3. O bird, sing your gayest song.
4. We saw Mary and Leo in Washington.
5. I shall walk to school.
6. Christopher Columbus was born in Genoa, Italy.

Read these sentences and notice which words begin with capital letters.

Write upon the blackboard, or upon paper, the names of all the persons spoken of in these sentences.

With what kind of letters have you begun them ?

Write upon the blackboard the name of each place mentioned in these sentences.

How did you begin these words ?

Write upon the blackboard your full name and that of your birthplace.

With what kind of letter did you begin each word ?

The names of persons and places should begin with capital letters.

The words I and O are written always as capitals.

Dictation

1. We saw Mary and John in Buffalo.
2. I saw Albert on Broadway.
3. They started for Georgia last Wednesday.
4. She came home in March.
5. O friends, protect me.

6. A VISIT TO A SICK FRIEND

Oral Expression of an Experience

Did you walk or ride when you made your visit ?

Who went with you ?

How long did you stay ?

Was your friend very ill ?

What made you think that he was glad to see you ?

Was he in a hospital, or at his home ?

Did you see the nurse ?

Describe the dress she wore.

Did the doctor call while you were there ?

Did you take with you something to cheer your friend ?

Name some things that you would like if you were ill.

If you took a book to your friend, what kind of book was it ?

Did you think he would like a book about a poor sick boy, or that he would prefer something more cheerful ?

If you took flowers, did you try to select his favorite flowers ?

1. *Tell the story of your visit, looking at the questions for suggestions.*

2. *Tell the story of your visit without looking at the questions.*

3. *Now stand at the side of the room and tell the story of your visit.*

Written Experience

Write about your visit to a sick friend.

7. SENTENCES THAT ASK QUESTIONS

Read the sentences about the squash on page 16.

Now read the following sentences : —

1. Did the squash grow on a vine ?
2. Did the squash grow from a blossom ?
3. Is the squash a vegetable ?
4. Did you ever see a green squash ?

Do these sentences tell us anything about the squash?

Do they, then, make statements?

How do they differ from the statements about the squash?

These sentences ask questions.

With what kind of letter does the first word of each question begin? Why?

What mark do you find after the last word of each question?

A question mark should be placed at the end of every question.

Ask your teacher questions about the following objects: blackboard, crayon, desk, window, a picture.

Write on paper four questions that you can answer.

Write on paper four questions that you cannot answer.

Imagine that some one has asked you a question about each of the following objects: a bicycle, a rose, a steam launch, an oak tree, the sky. Write these imaginary questions on paper.

What mark have you placed after each question?

Dictation

1. Did he go to school?
2. Are the leaves turning yellow?
3. May I read your letter?
4. Have you a new bicycle?
5. When was your brother born?

8. YOU WERE, NOT YOU WAS**Exercise to Fix a Correct Language Form**

1. You were not born when the Civil War was fought.
2. We thought you were out, but found you were at home.
3. Were you surprised to see snow this morning?
4. Were you in school the day of the parade?
5. The teacher said you were ill. Were you?

Read the above sentences carefully. Write five sentences, using the expression you were, or were you.

In your reading, do you ever find the expression *you was*, or do you ever hear it in conversation? This expression is incorrect.

Never use the expressions *you was* and *was you*, but learn to use the correct expressions *you were* and *were you*.

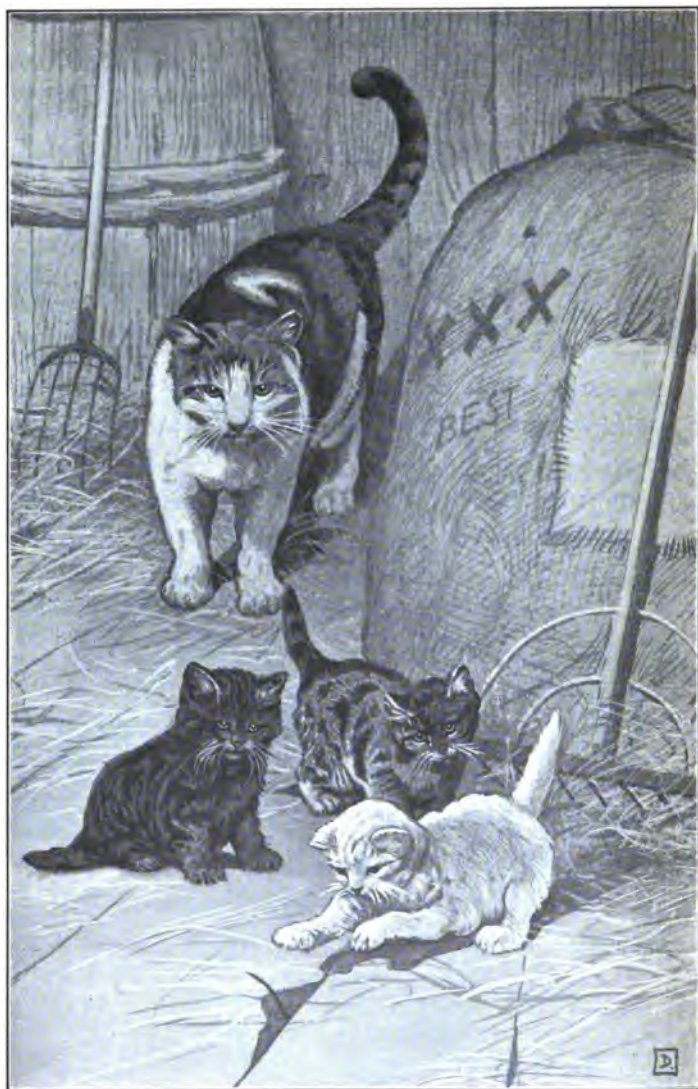
Try to use the expression *you were* when you are talking or writing, when you are at play, or on the street, or at home.

Note to the teacher: The number of lessons to fix correct language forms necessarily is limited in a book of this size. Exercises similar to those found in this book under the above heading should be given systematically not only to fix correct language forms, but also to eradicate localisms of pronunciation and of construction which may exist. For this purpose, the teacher should keep a list of common errors.

9. PICTURE STUDY**Observation and Conversation**

Name the enemies in this picture.

Describe the white kitten.



Describe the black kitten.

Describe the gray and white kitten.

Describe the mother cat.

Notice the positions of the kittens.

Which ones are nearer the rat hole?

Do you think that the gray and white kitten is as brave as the other two?

Notice the position of the mother cat. Why does she stay in the background?

Describe all that is to be seen of the rat.

Describe the hidden part of the rat as you imagine it to look.

Where does all the action in the picture take place?

Give each of the kittens a pet name.

Write this story in your own words.

Tell how you think the kittens first discovered the rat, what the rat then did, and whether he escaped or not.

10. THE NORTH WIND AND THE SUN

Oral and Written Reproduction

Read the story of The North Wind and the Sun:—

The North Wind and the Sun were disputing as to which was the stronger, when a traveler came along wrapped in a warm cloak. They agreed that the one who first made the traveler take off his cloak should be considered stronger than the other. Then the North Wind blew with all his might; but the more he blew, the more closely the traveler folded his cloak around him. At last the North Wind gave it up, finding

it was of no use. Then the Sun shone out warmly, and immediately the traveler took off his cloak; finally, as it grew hotter, he undressed and bathed in a stream that flowed near The North Wind had to confess that the Sun was stronger than he. Kindness is often better than force.

Retell the story in your own words to the members of your class.

Try to make them *feel* the cold, cruel North Wind and the warm, tender glow of the Sun.

Name the two persons who were disputing.

What were they disputing about?

Who came along as they were arguing?

What did they agree upon as a test of which was the stronger?

What did the North Wind do?

Give the result of the North Wind's action.

Describe the North Wind's feelings.

What did the Sun do?

Give the result of his action.

What confession was the North Wind obliged to make?

Write in your own words the story of The North Wind and the Sun.

11. THE NORTH WIND AND THE SUN (*continued*)

Dramatization

Have you ever seen a story acted?

Perhaps you have seen some of your friends act in a little play.

Give another word for *play*.

When we play, or **dramatize**, a story, we not only think about the people of whom we read, but we ourselves try to *be* those people for the moment.

Instead of *reading* what the people of the story do and say, *we do and say* those things *ourselves*.

If we are to act so that our classmates may understand the meaning that we wish them to have, we should not only *talk* and *move* as the characters of the story do, but we should try to *feel* as *they feel*.

Choose three members of your class to dramatize this story.

Let one be the North Wind, another the Sun, and the third the traveler.

When the play opens, what do you imagine the North Wind and the Sun are saying?

Note to the teacher: Suggest the dialogue here and let this lesson lead up to the children's writing and performing a little drama.

Who enters now?

How is the traveler dressed?

What do the North Wind and the Sun say?

What does the North Wind do?

As a result, what does the traveler do?

Imagine what he says.

In what words does the North Wind own his failure?

What does the Sun do?

As a result, what happens to the traveler's cloak?

Imagine what he would say.
Give the North Wind's confession to the Sun.

12. OCTOBER'S PARTY

A Poem for Reading and Conversation.

Read the following poem:—

October gave a party,
The leaves by hundreds came,—
The Chestnuts, Oaks, and Maples,
And leaves of every name.
The sunshine spread a carpet,
And everything was grand;
Miss Weather led the dancing,
Professor Wind the band.

The Chestnuts came in yellow;
The Oaks in crimson dressed,
The lovely Misses Maple
In scarlet looked their best;
All balanced to their partners,
And gayly fluttered by.
The sight was like a rainbow
New-fallen from the sky.

Then, in the rusty hollows,
At hide-and-seek they played;
The party closed at sundown,
And everybody stayed.
Professor Wind played louder,
They flew along the ground,
And there the party ended
In "hands across, all round."

— ANONYMOUS.

Conversation

In what season of the year did *the party* occur? Could it have taken place in any other season? Why not? What other *leaves* might have attended? Why didn't the Firs and Hemlocks attend?

Upon the blackboard, with colored chalk, write a list of the colors mentioned in the second stanza. Draw a rainbow, using these same colors.

The rainbow has colors that the leaves never have. What are they?

What is a *rusty hollow*? Could you find a *rusty hollow* in summer? Would a *rusty hollow* look the same in winter as in autumn? What would you call it in winter?

Could the *leaves* have played any other games besides *hide-and-seek*? Name four other games that they might have played.

Watch for the *October party* this year, and tell the class where and when you think it will occur. If you notice any other *guests* at the party, make a list of them upon the blackboard.

Draw a border of leaves illustrating the lines: —

And there the party ended
In "hands across, all round."

Copy this poem into your notebook. Notice with what kind of letter the first word of each line begins.

The first word of every line of poetry should begin with a capital letter.

13. SET AND SIT

Exercise to Fix a Correct Language Form

1. Clara, set the vase of flowers on the table.
2. James, set the basket of eggs down carefully.

Who placed the vase on the table ?

Who set the basket of eggs down ?

Could the *flowers* have placed themselves *on the table* without the help of *Clara* or of some other person ?

Could the *eggs* have *set* themselves down without help ?

When we *place* any object in a certain position, we may use the word *set*.

Use the word set in telling : —

1. Where Mary placed the dish of oranges.
2. Where John put the lamp.
3. Where Julia placed her big doll.

Read the following sentences : —

1. Bertha, sit still.
2. We sit quietly when noon comes.
3. You sit at your desk in school.
4. I sit and watch for the stars every night.

In sentences 1, 2, 3, and 4, the word *sit* means *to take a seat*.

Use the word sit in telling : —

1. Your position at the dinner table.
2. Where the cat rests on a cold day.
3. Where your father rests in the evening.

Read the following sentences, filling in the blanks with set, sit, or sat. Look at the sentences carefully and be sure to use the proper word in its proper place.

1. Agnes — the dishes on the table.
2. The dog — eagerly watching the bird.
3. I — the statue where every one might see it.
4. I like to — before the open fire.
5. Mrs. Brown — in the armchair while her daughter — the table.
6. Please — down.

14. SENTENCES THAT COMMAND

1. Honor thy father and thy mother.
2. Find a way or make it.
3. Keep good company or none.
4. Burn the dead leaves.

Do these sentences make statements?

Do they ask questions?

Tell what they do.

With what kind of letter does the first word of each sentence begin?

What mark do you find after the last word of each sentence?

In these sentences, we are **commanded** or **requested** to do something.

A period should be placed after the last word of every sentence that makes a command or a request.

Dictation

1. Arrange your books neatly upon the shelf.
2. Give your apple to the boy.
3. Hold up your head.
4. Please do not wait any longer.
5. Spell the words correctly.

15. VOWELS AND SYLLABLES

Repeat from memory the alphabet.

How many letters are there in it?

These letters are divided into **vowels** and **consonants**.

The letters *a, e, i, o, u* (and sometimes *w* and *y*) are called *vowels*.

The remaining letters of the alphabet are called *consonants*.

A word, or part of a word, that can be pronounced by one impulse of the voice is called a **syllable**, as *pen, ink, pa per, e ra ser, sta tion er y*.

Can you find any syllable in the words just used that does not contain a vowel?

What kind of letter, then, is to be found in every syllable?

Words are named from the *number* of their syllables, as follows:—

A *monosyllable* is a word of *one* syllable, as *boy*.

A *dissyllable* is a word of *two* syllables, as *read er*.

A *trisyllable* is a word of *three* syllables, as *fol low-
ing*.

A *polysyllable* is a word of *four* or *more* syllables, as *punc tu a tion, per pen dic u lar*.

What kind of word is your given name?

What kind of word is your family name?

What kind of word is each of the following:—

daily	elementary
February	recess
dictionary	Niagara
friend	syllable
father	consonant

Name ten monosyllables, eight dissyllables, six trisyllables, four polysyllables.

Diacritical Marks

In dictionaries, and sometimes in other books, a mark is placed above or below a vowel to show what sound it should receive. There are other marks that help us to gain a correct pronunciation of words.

Here are three marks that you should know:—

1. The **macron** (—) indicates the long sound of the vowel, as *bōne, sīde, nōte, māte*.

2. The **breve** (◌) indicates the short sound of the vowel, as *nōt, māt, sīt*.

3. The **accent mark** (´) indicates that the syllable over which it is placed should receive in pronunciation an additional stress, or force, of the voice, as *in'fluence, perpendic'ular*.

Try to mark the sounds of the vowels and to place the accent marks in these words :—

vote	mat ter	pri ma ry	sweep	mu sic
late	va ca tion	his to ry	swept	mut ter

16. THE OLIVE TREE AND THE FIG TREE

Titles

Read this story :—

An olive tree one day made fun of a fig tree, because he saw that the fig tree had no leaves in winter, while he was green all the year round.

One winter day a heavy snowstorm came on. The snow fell thick and fast. It did not harm the fig tree, because it fell only between the bare branches. The leaves of the olive tree caught and held the snow, and kept it from sliding through to the ground. The weight of the snow at length became so great that some of the olive branches were broken.

After this, the olive tree never again laughed at the fig tree for having no leaves in winter.

What is the name of this story ?

What is the name of the story on page 23 ?

What is the name of the poem on page 26 ?

Look on the cover of this book and read its name.

The name of a story, poem, or book is called its title.

1. A Tale of Two Cities.
2. My Trip to the Rockies.
3. A Ride on an Engine.

In the three titles above, notice that some words begin with capital letters and that others begin with small letters.

The most important words of a title begin with capital letters.

Are such words as *and*, *the*, *of*, *a*, and *by* often written with capital letters when used in titles? Why not?

Write these groups of words as titles:—

a rainy day	the fall of the leaves
by the brookside	the boy and the wolf

In a title, are the words *a* and *the* ever begun with capital letters? When?

17. OWNERSHIP OR POSSESSION

Read these sentences:—

1. The home of Washington was on the Potomac.
2. He tossed the knife that belonged to Alexander out of the window.

In the first sentence, what does *Washington* own?

In the second sentence, what belongs to *Alexander*?

Can you think of two words that mean the same as *The home of Washington*?

Can you think of two words that mean the same as *The knife that belonged to Alexander*?

Does the following sentence mean the same as the first sentence?

3. Washington's home was on the Potomac.

Compare sentence 2 and the following sentence as to meaning:—

4. He tossed Alexander's knife out of the window.

In sentence 3, what shows that the home belonged to Washington?

In sentence 4, what shows that Alexander owns the knife?

An apostrophe and s are usually added to a word to show ownership or possession.

What words in these sentences show possession? —

1. Selma's umbrella is in the hall.
2. A king's house is called a palace.
3. The girls have lost the concert tickets.
4. Where is the baby's bonnet?
5. She bought the cloth at White's.

What does Mr. White own?

Dictation

1. A fly's wing is delicate.
2. A cat's collar may be bought at Rolland's.
3. Where is your mother's friend?
4. Place the books on the chair and take a seat.
5. What is that lady's name?

Note to the teacher: Sometimes, as in the above lesson, in order to sharpen the pupil's perception and discrimination, sentences are introduced that do not illustrate the point of the lesson.

18. REVIEW

What is a sentence?

What is a statement?

With what kind of letter should every sentence begin?

Give three rules for the use of capital letters.

Use the words *were*, *was*, *set*, and *sit* in sentences.

Write three questions about the sun.

What mark did you place after each of your questions ?

Were your questions sentences ? Why ?

Write two sentences that command.

What mark did you place after each sentence ?

19. ABBREVIATIONS

1. Charles Dana Gibson is a great artist. C. D. Gibson is a great artist.

2. Mr. and Mrs. Hines went to Denver.

3. Dr. Allen drove rapidly to the hospital.

For what words do *Mr.* and *Mrs.* stand ?

For what word does *Dr.* stand ?

Write these words in full upon the blackboard and draw a line through the letters that have been left out.

Why do we omit letters from a word ?

Abbreviation is the shortening of a word so that a part stands for the whole.

The first letter of a name is called an **initial**.

Initials are abbreviations of names and should be written as capitals.

What initials are found in this lesson ?

A period should be placed after every abbreviation.

Dictation

1. Dr. and Mrs. Hunter went to Europe.

2. Mr. John E. Holden lives in Chicago.

3. His initials are J. E. H.

4. Mr. and Mrs. J. N. Holmes have moved to Albany.

5. Dr. B. Andrew Dorsey fell from his horse.

20. *I WISH, NOT I WISHT***Exercise to Fix a Correct Language Form**

Read the following story: —

A good story is told of an aged cobbler and his wife who lived in the Black Forest.

These old people were very poor and had never been able to save money enough to provide for their old age.

One evening, as they sat before the open fire in their little hut, the old man said to his wife, "How I wish there were now upon the earth fairies who would give us anything for which we wish."

Hardly had he finished speaking, when there appeared on the hearth before them a most exquisite little creature. Her long golden hair floated about her, and from her face beamed such a kindly light that it seemed to illuminate the entire hut. In a moment she spoke. "I will grant you three wishes," she said. Then she disappeared.

The old people looked at each other eagerly and began to wonder what would be the wisest thing to wish for. They meditated so long that the old woman became very hungry. "How I wish I had a pudding!" she exclaimed. No sooner had the words left her mouth than before her, on the hearth, appeared a delicious pudding. At this the old cobbler became very angry with his wife for wasting one of their precious wishes upon so common a thing as a pudding. He was so very cross that he remarked, "I wish that old pudding was on the end of your nose!" Straightway the pudding arose and attached itself to the nose of the poor woman. There she sat with that heavy pudding on her nose. And now it was her turn to upbraid her husband for wasting another of their wishes.

They had only one wish left. They must wish very wisely.

The fire went out. The hut became very cold. The poor old people were very tired. "Oh! I wish this tiresome pudding

was off the end of my nose," exclaimed the old woman. The pudding at once fell off. Their last wish was gone and the only thing they had gained was that miserable pudding.

Poor old people! Bitterly did they regret their wishes.

— *An English Fairy Tale.*

Do you feel sorry for the old couple?

What do you think would be your three wishes, if that kind fairy gave you the chance?

Write your wishes on a piece of paper.

Read them aloud.

Listen as the other children read their wishes.

Which child do you think wished most wisely?

Notice with what two letters the word *wish* ends.

21. PICTURE STUDY

Oral Practice

Study the picture on page 38 with care.

Notice the cobbler. Where is he? How is he dressed? What is he doing? Describe the shop briefly.

Observe the boy. How is he dressed? What is he doing? Is he a city boy or a country boy? How do you know? Describe the dog. What kind of dog is he? Does he belong to the cobbler or to the boy? What makes you think so? What makes the boy so absorbed in the mending of the shoe? Perhaps the cobbler is telling him an interesting story. Why does the dog show so much interest? Why doesn't the boy go out to play under the trees beyond and return



for the shoe when it is mended? Is the cobbler a kind man, or do you think he is cross? Give reasons for your answer.

Imagine a conversation between the two people in the picture and choose two of your classmates to act it.

22. SAVED BY A SPIDER

Oral and Written Reproduction

A prince, who had been defeated in battle, fled for his life without a single follower, and hid himself in a cave in a wood. That night a spider wove its web across the mouth of the cave. In the morning, two soldiers from the enemy's army, detached in search of the prince, passed the cave where he was lying. "Look," said one, "perhaps he is in that cave; it is a very likely place." "He can't be there," said the other, "for if he had gone in, he would have brushed away that spider's web."

They went on, without looking into the cave, and the prince afterwards escaped. Thus a prince was indebted to a spider for his life.

Read the story Saved by a Spider.

Retell it in your own words to the members of your class.

Watch them to see if they are interested.

Describe the hiding place of the defeated prince.

Tell of the little spider's act.

Who came to the cave the next morning?

Repeat the first soldier's remark.

Give his comrade's reply.

What resulted?

Do you know the meaning of the word *moral*?

What is the moral of this story?

Try to find more than one moral in this story.

Write in your own words the story of Saved by a Spider.

23. QUOTATIONS

Tell the class something about this book, Marion.

Answer: It is a large book.

Tell the class what Marion said, using just her words, John.

Answer: It is a large book.

John has used the exact words that Marion did; that is, he has **quoted** her words.

Quote something that has been said in this room, Fred, and tell us who said it.

Answer: James said, "My desk is brown."

Fred, write that upon the blackboard and draw two lines under the words quoted.

James said, "My desk is brown."

Draw one line under the rest of the sentence.

James said, "My desk is brown."

We will call the part quoted the **quotation**.

A quotation that gives the exact words of the person quoted is called a **direct quotation**.

In writing quotations, we should separate them from the rest of the sentence by some mark of punctuation.

What mark do you use that makes a little separation? Yes, a comma.

Where is it placed in the following sentence?

James said, "My desk is brown."

Every direct quotation should be set off from the rest of the sentence by a comma, or by some other mark of punctuation.

How many think that the capital *M* in the word *My* looks strange? Let us see why it should be a capital. The class may repeat just what James said without telling who said it. *Answer*: My desk is brown. Did he use a sentence? What was his *first word*? Repeat the rule for the first word of a sentence. The quotation was a sentence in itself and needed a capital. When we put the quotation into the new sentence, we keep the capital, and the new sentence needs its capital, also.

Every direct quotation should begin with a capital letter.

There is something else we should do to show just where a direct quotation begins and where it ends; we should use quotation marks to open and to close the quotation.

Note to the teacher: The printer uses this style of quotation marks (" "). Too much time is consumed in teaching children to copy the form of these marks. "Heads hanging" and "Heads up" are sounds familiar to the grade teacher. The exact form of these marks is immaterial. It is recommended that the pupil be told to use in his written work these marks (" ").

Every direct quotation should be inclosed in quotation marks.

Who can quote exactly, something that has been said outside of this room ?

Who can quote from some author? You may *write your quotations upon the blackboard.*

Dictation

1. Mrs. Horton said, "Gold dollars do not grow on trees."
2. "Come early," said the teacher.
3. Mary asked, "Are you on the ball team?"
4. "God be praised, I die happy," replied Montcalm.
5. Dr. Worcester said, "You are a sick man."

What words are quoted in each of the above sentences?

Name the capitals used, and give reasons for their use.

State why each mark of punctuation is used.

24. OUGHT AND OUGHT NOT

Exercise to Fix a Correct Language Form

Think of the duties of a motorman.

What things **ought** he to do?

EXAMPLE. — He *ought* to run his car carefully.

What things **ought** he **not** to do?

EXAMPLE. — He *ought not* to talk with the passengers.

Here is a list of some people who have special duties to perform : —

Policeman	Conductor	Engineer	Pupil
Postman	Gardener	Teacher	Judge

On a clean sheet of paper, write one thing that each of these people ought to do, and one thing that each ought not to do. Read aloud from your paper.

Note to the teacher: Facility and correctness in oral expression may be greatly advanced by encouraging pupils to question one another in lessons like the above, and in their regular lessons; such an exercise, if well conducted, will go far to eliminate awkward and slovenly expressions, and its beneficial results will be seen in the pupils' written work.

25. CAPITALS

1. Saturday was the first day of January.
2. Last Wednesday was my birthday.
3. July and August are summer months.
4. It rained all day last Sunday.

Read aloud the above sentences.

Write on paper each word that is the name of a month or of a day of the week.

How are these words written on this page? How have you written them?

The names of the days of the week and of the months of the year should begin with capital letters.

Commit to memory the following lines:—

“Thirty days hath September,
April, June, and November;
And all the rest have thirty-one,
Save February, which alone
Hath twenty-eight; and this, in fine,
One year in four hath twenty-nine.”

In the above lines, the names of what months are omitted?

26. LETTER WRITING

325 Chestnut Street,
Napa, California,
September 1, 1908.

My dear Charlotte:

Mother and I reached home yesterday after our visit of three months in the East. Although we had a pleasant time with our relatives in Maine and Massachusetts, we are glad to be at home once more.

The peaches and plums are ripe now and we spend

all day on the ranch helping papa and his men gather the crop. Soon we shall pack the prunes and send them East.

I wish that you could be here to help eat the peaches, but I suppose you are enjoying some delicious Massachusetts apples, aren't you?

Give my love to your mother and write when you have time.

Your loving friend,
Hilda Brooks.

The place where and the date when a letter is written are called its heading.

Notice the form of the heading of this letter. Ask your teacher if she likes it, or whether she prefers some other form.

To whom did Hilda write?

Read the words that show to whom the letter was addressed.

The opening words used to address the receiver of a letter are called the salutation.

What mark of punctuation comes after this salutation? What other punctuation mark might Hilda have used after the salutation? Why is *dear* written with a small letter?

The **body** of a letter begins on the line below the salutation.

Notice where the word *Mother* is written. With what kind of letter does it begin?

Read the two lines at the end of the letter. What does the last line tell you?

The *closing line of affection, or respect, and the writer's signature* are called the **conclusion** or **ending**.

Where should the word *Your* be written? With what kind of letter should you begin it? What punctuation is used after the closing line of affection? Why should Hilda write her whole name? Ask your teacher to tell you about the Dead Letter Office.

How many parts are there to a letter? *Name the parts in order.*

Here are some forms used frequently in the headings of letters:—

- | | |
|---|--|
| 1. HOTEL VICTORIA,
DENVER, COLORADO,
September 3, 1907. | 2. SUDBURY, MASSACHUSETTS,
October 9, 1910. |
|---|--|

Why are no street and number given in the first heading? In the second?

Read the salutations below, and state when each should be used.

Dear Father:

Dear Uncle James:

My dear Sister:

My dear Mr. Rand:

With what kind of letter are *father, mother, sister*, written in a salutation?

Tell when each of these endings may be used:—

Lovingly yours,

Yours truly,

Sincerely yours,

Faithfully yours,

Using these items, write headings:—

August 5, 1896, Washington, D.C., 108 Seventh Street.

Beachmont, Massachusetts, June 2, 1905.

Harvard University, Cambridge, Massachusetts, June 8, 1901.

Copy these questions into your notebook and see if you can answer each one:—

1. How many lines are used commonly for the heading of a letter?
2. What marks of punctuation may be used in the heading?
3. Where does the salutation begin? What punctuation may be used?

4. Where and with what kind of letter does the body of a letter begin?

Write a letter from your own home, dated October 8, 1908, to Hilda Brooks, in answer to her letter of September 1. Tell her that your father's business obliges him to go to California for two months and that he is going to take you with him. You hope to see Hilda then.

Form to be Used on Envelopes

STAMP
<p><i>Miss Hilda Brooks, 325 Chestnut Street, Napa, California.</i></p>

When a letter has been written, it should be folded neatly, and put into an envelope. What is written on the envelope? The *name and address on*

the envelope are called the **superscription**. About how far down on the envelope does the name begin? Why should the name begin down so far? Notice that each line of writing on the envelope has a little wider margin on the left than the line above it. Why is this done? In case you do not use an envelope for this exercise, rule on paper a rectangle to represent an envelope; let its dimensions be five and a half inches long by three and a half inches wide.

Many people use no punctuation on envelopes, except periods for abbreviations, claiming that *position* is punctuation.

Address envelopes to —

1. Your mother.
2. Your favorite playmate.
3. A child who has left the district.
4. Your last year's teacher.

Address envelopes to —

1. Mr. Charles H. Ross, who lives in Ocala, Florida.
2. Mrs. James Lee, living in Baltimore, Maryland, at 1044 Charles Street.
3. Dr. William I. Hancock, who teaches in the University of Michigan, which is situated in Ann Arbor.

Note 1 to the teacher: Good usage sanctions a variety of forms in letter writing, but a unanimity of plan should be adopted by teachers in the same school.

Note 2 to the teacher: A valuable interest in letter writing may be aroused by sending the letters of an entire class to the Superintendent of Schools of a city or town in another section of the country, and soliciting an interchange of letters. An exercise in letter writing should be given as often as once a week.

27. HOMONYMS

A homonym is a word agreeing in sound with another word, but having a different meaning.

Study the following list of homonyms and their meanings or uses :—

<i>to</i> , as in "to speak to him."	<i>sun</i> , the source of light.
<i>too</i> , also, more than enough.	<i>son</i> , a male child.
<i>two</i> , a number.	<i>pear</i> , a fruit.
<i>ate</i> , did eat.	<i>pare</i> , to cut off.
<i>eight</i> , a number.	<i>pair</i> , a couple.
<i>threw</i> , did throw.	<i>their</i> , belonging to them.
<i>through</i> , as "through the window."	<i>there</i> , in that place.

In the following sentences, use words from the above list of homonyms in place of the blanks :—

1. They lost — books over —.
2. He — his dinner.
3. There are — little chickens under the — tree.
4. I will — some apples.
5. He has a — of new shoes.
6. John — the stone — the window.
7. I am my father's —.
8. The — rose over the lake.
9. We walked — miles yesterday — school.
10. That is — far to walk before breakfast.
11. " — is a tide in the affairs of men."
12. Did you say that Fred — a — ?
13. Will you hand me — pears ?
14. " — bones are on the northern hills."

Note to the teacher : A systematic drill in the use of homonyms is a great aid to spelling and leads to an inquisitiveness about words that is highly desirable.

28. THE ARTIST'S CATS**Oral and Written Reproduction**

An artist had a cat and a kitten. He was very fond of these pets. One day a friend called to see him, and found two holes in the bottom of his barn door, one large, the other small. He asked the artist what they were for, and was told that they were there to let the cats in and out. "But why have you two holes?" said the friend. "Wouldn't one do as well?" "Why, you stupid fellow!" cried the painter, "how could the big cat go through the little hole?" "Very true," said his friend, "but couldn't the little cat go through the big hole?" The artist laughed aloud, and said: "So she could. Dear me! I never thought of that!"

Read the story of The Artist's Cats.

Retell it in your own words to the members of your class.

Do they seem to enjoy it? If so, you have probably told the story in an interesting way.

Written Exercise

Write in your own words, from the six hints following, the story of The Artist's Cats:—

1. The artist's cat and kitten.
2. The large and the small hole.
3. The friend's call and his question.
4. The artist's reply.
5. The friend's remark.
6. The artist's exclamation.

Illustrate your story with a sketch showing the door and the kittens.

29. THE CHRISTMAS TREE

Study of a Poem

Read the following poem :—

You come from a land where the snow lies deep
In forest glade, on mountain steep,
Where the days are short and the nights are long,
And never a skylark sings his song.
Have you seen the wild deer in his mountain home,
And watched the fall of the brown pine cone ?
Do you miss your mates in the land of snow,
Where none but the evergreen branches grow ?
Dear tree, we will dress you in robes so bright
That ne'er could be seen a prettier sight ;
In glittering balls and tinkling bells,
And the star which the story of Christmas tells ;
On every branch we will place a light
That shall send its gleam through the starry night ;
And the little children will gather there,
And carol their songs in voices fair ;
And we hope you will never homesick be,
You beautiful, beautiful Christmas tree.

—MARY A. McHUGH.

Many fir trees come from the woods of the United States, but after reading the third line, where do you think this Christmas tree may have come from ?

Upon the blackboard, or upon paper, illustrate the second line, using white, green, and brown chalk.

Did you ever hear a *skylark* sing ? Where would you go to hear one ? Ask your teacher to show you a copy of the picture painted by Jules Adolphe Breton of a girl listening to a skylark's song.

Name some of the *mates* that grow on the *mountain steep* with the fir.

What season is hinted at in the sixth line?

Would *glittering balls* and *the star* look as well at Christmas on a young maple tree as they do on the fir? Why not?

What story does *the star* tell? Where is *the star* placed generally on a Christmas tree? Why?

On Christmas Eve, when the lights on the tree are sending their beams *through the starry night*, where do you suppose the little tree will imagine it is again?

In what country is it customary for the children to sing *carols* on Christmas Eve?

Draw a Christmas tree and dress it in the articles suggested in lines 12 and 13. Also place some gifts on its branches for the children who are to sing.

Do you suppose, in spite of all the attention given to the little fir, that it may be lonesome? What may it miss?

Memorize this poem.

30. PICTURE STUDY

Oral and Written Practice

Study the picture on page 54.

What festival does it represent?

Where do you think the scene is placed?

Describe the younger man. What act has he just performed?



Describe the children. Give one word that suits the expression on their faces.

Name some of the gifts on the tree.

Give your opinion as to the size of the tree, the number of presents, and the satisfaction of each child with his share.

Point out a present for each child.

Notice how excited the children seem to be. What do you imagine that they are saying to one another? What will they do?

What people do you see just back of the children? Why are they remaining behind?

Do you think that this picture represents Christmas Day or Christmas Eve?

How long do you suppose the children have been looking forward to the tree?

Picture yourself as one of these children. *Write a little story*, telling first of your feelings just before the doors were thrown open and the tree disclosed. Then describe your feelings at the moment when you saw the tree. Finally, tell of the joy you experienced on the day after Christmas when you realized that you had received so many presents.

31. SENTENCES THAT EXCLAIM

1. What a long walk I have taken!
2. How lonely the trees look!
3. Ah! at last I am free!
4. "Charge for the guns!" he said.

Does each of these sentences make sense by itself?

Do they make statements, or give commands, or ask questions?

Can you tell how they differ from a statement, a command, or a question?

With what kind of letter does the first word of each sentence begin?

What mark do you find after the last word of each sentence?

In these sentences, you cry out, or exclaim, about something.

When you exclaim about something, what you say is called an exclamation.

An exclamation mark should be placed after the last word of every exclamatory sentence.

Dictation

1. How loud the thunder sounds!
2. Hark to the ocean's roar!
3. Oh, how I miss my mother!
4. Alas, my son is not here!
5. Come, haste away!

82. REVIEW

What is a sentence?

Name four kinds of sentences that you have studied.

Give three sentences that make statements.

Ask three questions about the sky.

Were you ever very much pleased or surprised? What

kind of sentences did you use when you expressed your feelings?

Give three commands to the class. If these commands were written, what mark would you place after the last word of each command?

Would you give a command to your mother, or to your father, or to your teacher?

What is the difference between a command and a request? Request your teacher to do three things for you.

Write three statements about ice or snow.

Write three commands to a boy.

Write three questions about coal.

Write three sentences telling how you felt when you were very much pleased or surprised about something.

What marks have you placed after the above sentences?

33. THE HYPHEN

When a word is divided at the end of a line, the division should be made between syllables, and should be marked by a short horizontal line called a hyphen (-).

Here is an example :—

His money, which was in bright, shining gold, amounted to a thousand dollars.

In the example just given, if the word *which* had ended a line, would you have divided it?

What rule can you make in regard to the division of a monosyllable?

When the final letters of a word that ends a line are *ed*, they may be separated from what precedes them if they are pronounced as a separate syllable, as in the word *amounted*, above.

Find five words in which ed is pronounced as a separate syllable.

In case the final letters *ed* are not pronounced as a separate syllable, they should not be separated from what precedes them. If such a word as *talked* should end a line, would you separate it thus: talk-ed? How would you pronounce it in case you did separate it into two syllables?

Compound Words

Have you noticed in your reading that two words, which may be used separately, are sometimes joined into one word?

These joined words are called **compound words**, as *lamp-post*, *life-size*.

The joint in a compound word should be shown by a hyphen.

Now we have found that a hyphen may have at least two uses: —

1. It may *separate* the syllables of a word at the end of a line.
2. It may *join* two or more words.

Be careful to use the hyphen in writing such words as *to-day*, *to-morrow*, *to-night*; also, in writing the names of numbers under one hundred that are expressed by two words, as *thirty-four*, *eighty-five*; again, in writing the names of decimals, as *ten-thousandth*, *hundred-thousandth*.

Dictation

1. The rocking-chair was very comfortable.
2. To-morrow the sun may be shining, although it is cloudy to-day.
3. My father is forty-five years old.
4. I may go to the theater to-night.
5. His hair was iron-gray.
6. "A monosyllable needs no accent mark," said the teacher.

84. COMMAS IN DIRECT ADDRESS

1. Mother, I am going to Europe.
2. Run home, Ralph.
3. I told you, William, to get ready for school.
4. Let us now, my children, discuss the subject.

In the first sentence, what person is addressed? In the second sentence, whom do you address? Change this sentence so that the word *Ralph* will be the first word. Where should you place the comma in the new sentence? Rewrite the first sentence, making the word *mother* the last word. Where have you placed the comma now? Why? In the third sentence, what person is directly addressed? Where are the commas placed in this sentence? Why? Make *William* the last word of this sentence. Do you need two commas now? What mark do you use after the word *William* in the new sentence? Why? Rewrite the fourth sentence so that the words *my children* will end the sentence. Rewrite it and begin the sentence

with these same words. How have you changed your punctuation? Why?

A comma is used to separate the name of a person or a thing addressed from the remainder of the sentence.

Dictation

1. I wish you good morning, my friend.
2. You see me, Lord Bassanio, where I stand.
3. Good sir, I came not here to talk.
4. The trumpet calls us, comrades, and we must go.
5. Did you ever see a fairy, grandma?
6. Boys, be on time for the game.

35. REVIEW

What is a vowel?

Name the vowels.

What is a syllable?

What does every syllable contain?

How are words classified in regard to syllables?

Write a statement, using a dissyllable.

Write a question, using a polysyllable.

Write a command or request that contains a compound word.

Write an exclamatory sentence, using a hyphen to separate properly the syllables of one word in it.

36. BESIDE, BEHIND, AND IN FRONT OF

Exercise to Fix a Correct Language Form

Answer in sentences these questions: —

1. Who sits beside you?
2. Who sits behind you?
3. Who sits in front of you?
4. Have you a picture in your room?
5. What is behind it? What is beside the door?

Can you guess what the following object is?

The teacher is behind it. The class is in front of it. The wastebasket is beside it. It has books, papers, ink, and pens on it.

Write on a slip of paper where four of your best friends sit, using **beside**, **behind**, and **in front of**.

EXAMPLES.— Doris Brown sits behind Frank Harris.
Jane Saunders sits beside Mary James.

37. AN INTELLIGENT DOG

Paragraphs

A carriage had gone over one of the paws of a fine large Newfoundland dog, and the poor animal was in great pain. A farrier, whose shop was close by, took him in and dressed the paw tenderly and carefully. The dog went home, and in a few days was quite well.

Months afterward, when the farrier had almost forgotten the incident, the dog came in one day, leading another dog by the ear. The second dog had had his paw run over, too, and the Newfoundland thought the best thing he could do was to bring him to his old friend.

Into how many groups is the story of *An Intelligent Dog* divided? Read the first group. What is its *central thought*? Read the second group. What is its *central thought*? Is the central thought of this group the same as that of the first group?

Express the central thought of the first group in one or more sentences. Do you think you have stated the main subject, or *topic*, of the group? What is the main subject, or topic, of the second group?

Each of the groups of words into which this story is divided is called a **paragraph**.

A paragraph may consist of one sentence, or of several sentences grouped about a central thought.

Look at the story again. Where is the first word of the first paragraph placed? Of the second paragraph?

When the first word of a paragraph is placed farther to the right than the first word of the other lines, it is said to be **indented**.

How many sentences are there in the first paragraph? In the second?

The first line of every paragraph should be indented.

This is the paragraph sign ¶.

Write a short paragraph having "My best pencil" for the main topic.

Try to find in your reader a paragraph that has but one sentence. Find another containing three sentences.

Note to the teacher: Write upon the blackboard a two-paragraph story as one paragraph. Let the children place a paragraph sign before the first word of the second paragraph and then rewrite the story on paper correctly.

Write several sentences upon the blackboard, keeping the same margin. Let the children bracket those belonging to the first paragraph, then those belonging to the second, and so on. Let the children rewrite on paper, paragraphing correctly. Choose illustrations showing that the paragraph is composed of one or more sentences.

In this work upon the blackboard, related sentences need not come together. If, at the beginning, they are separated occasionally, the exercise will afford the pupils a better opportunity for the display of judgment.

38. REVIEW

What is a direct quotation?

Could the last word of a direct quotation be followed by an interrogation point?

Give a direct quotation that should be followed by a period.

Write upon the blackboard a direct quotation that should have an exclamation point after the last word.

If a direct quotation is a command, what mark of punctuation should follow it?

How many rules for the use of capitals have you learned?

Write upon the blackboard your name, the name of your birthplace, and the date of your birth. How many capital letters have you used?

39. HOMONYMS

Fill the blanks in the following sentences from the list of homonyms below : —

1. I will — my boat on the river.
2. He made a large — of groceries yesterday.
3. Keep a tight — on the horse.
4. There are — birds in the nest.
5. I — my lesson.
6. Ellen can — a boat far out at — .
7. We — the tramping of the — of buffaloes.
8. The — tree grew near the sandy — .
9. My mother is — to me.
10. The hunter killed a wild — .
11. The — fell all day.
12. The king will — over his people.

sail, part of a ship; to move
through the water.
sale, a selling.

rein, for a horse.
rain, water from the clouds.
reign, to rule.

dear, beloved, costly.

deer, an animal.

beach, a shore.

beech, a tree.

heard, did hear.

herd, a number.

sea, water.

see, to observe.

know, to understand.

no, a word of denial.

40. THE LOST CAMEL

Conversation and Observation

Read the following story:—

A dervish was traveling alone in the desert, when he met two merchants.

“You have lost a camel,” said he to the merchants.

“Indeed we have,” they replied.

“Was he not blind in his right eye, and lame in his left leg?” asked the dervish.

“He was,” replied the merchants.

“Had he lost a front tooth?” asked the dervish.

“He had,” answered the merchants.

“And was he not laden with honey on one side, and with corn on the other?”

“Most certainly he was,” they rejoined. “And as you have seen him so lately, you can, of course, lead us to him.”

“My friends,” the dervish said, “I have never seen your camel, nor have I heard of him, except through yourselves.”

“A pretty story, truly,” cried the merchants. “You must have seen him! And where are the jewels which formed a part of his burden?”

“I have never seen your camel nor your jewels,” repeated the dervish.

Upon this they seized him and took him to the *cadi*, to be judged; but, on the strictest search, nothing could be found

against him. Nothing was found to prove him guilty of either falsehood or theft.

“He is a magician!” exclaimed the merchants. But the dervish calmly said to the *cadi*:—

“I see that you are surprised, and that you believe that I am deceiving you. Perhaps, I have given you cause for such belief.

“I have lived long and alone, but I have learned to see and to think, even in a desert.

“I knew that I had crossed the track of a camel that had strayed from its owner, because I saw its footprints, but no trace of a human being.

“I knew that the animal was blind in one eye, because it had cropped the herbage only on one side of the path. And I knew that it was lame in one leg, because one foot had made but a faint impression upon the sand.

“I concluded also that the animal had lost one tooth, because, wherever it had grazed, a small tuft of herbage in the center of its bite was left untouched. I knew that which formed the burden of the beast, for the busy ants told me that it was corn on the one side, and the clustering flies, that it was honey on the other.”

What mark of punctuation do you find at the end of the first quotation? Why is it placed there? What marks inclose the quotation?

Read aloud all the quotations to be found in this story. Are any of them followed by a question mark or by an exclamation mark? With what kind of letter does each quotation begin? Can you give more than one reason for beginning these words with capital letters?

What particular power had the dervish?

3. Sarah asked, "Doesn't Dr. Sawyer live on Madison Street?"

4. 'Tis time for little folks to go to bed.

5. The boy looked very angry and shouted, "I won't!"

Write contractions for the following words:—

do not; it is; you are; wherever; cannot; I am; could not; I will; never; there is; does not; what is; he will; would not; they are; where is; shall not; ever; is not.

Note to the teacher: In writing, contractions should be used sparingly.

42. THE PEPPER

Observation, Oral and Written Practice

Look carefully at this green pepper.

Tell all that you can about it.

Read these questions to see if there are any that you have not answered:—

How large is it?

What does it look like?

What color is it?

Do not be satisfied with saying that it is green, but try to describe just what kind of green it is. It may be a blue green or a yellow green, a dull or shiny green, a deep rich green, or a pale, transparent green.

Is it smooth or rough?

Is it regular or irregular?

If you should cut it in halves vertically, that is, up and down, would both halves be alike?

If you should cut it in halves horizontally, that is, from side to side, would both halves be alike?

Does it look hard or soft?

Do you think it is ripe? Why?
Would you like to taste it?
Where does it grow?
How is it used?

Describe the inside.

Compare this green pepper with a red one. Account for the difference.

Read these exercises on the pomegranate. They were written by children of your age.

If you *observe* carefully, your descriptions will be better than these.

1

The pomegranate is about as large as a quince. Its stem is like a piece of wood. It is reddish brown and its surface is smooth.

The inside is packed with seeds. There is jelly between them. It tastes something like an orange. The seeds are smooth and hard. There is white skin between the rows of seeds.

2

I have never seen a pomegranate before, and I am going to write about it. It is smooth and of a reddish color. The stem is like a quince stem. The pomegranate looks like a quince, and it looks like an onion, but it does not smell like one.

The inside is like the inside of a bee's nest. It looks pink and is full of seeds. There is jelly all around them. The jelly is juicy like the pulp around a grape seed. The seeds are about as large as orange seeds.

The pomegranate does not grow where the apple and pear grow, because it is not warm enough. It grows in mild countries where lemons and oranges grow.

Written Exercise

Write the topics, or subjects, of the paragraphs in the first exercise.

Write the subjects of the paragraphs in the second exercise.

Substitute one word for looks like in the following sentence:—

The pomegranate *looks like* a quince.

Rewrite the last two sentences in the second exercise, using the word grows only once, but do not change the meaning of the sentences.

Use one of these words, to, too, two, correctly in each of the following sentences:—

1. There are — peppers on the table.
2. One is — near the edge.
3. I am going — move it.
4. Put this book on the table —.
5. I, —, have peppers in my garden.
6. The pomegranate is — hard to be easily bruised.
7. Please cut my pear in —.

Note to the teacher: The lesson on the pepper should be followed by similar observation lessons *written* about some *unfamiliar* flower, fruit, or vegetable, without previous comments by teacher or pupil.

43. REVIEW

What do you mean by the *heading* of a letter?

Why is it necessary always to sign your whole name in the *conclusion*?

Where does the *body* of a letter begin, and with what kind of letter?

When is it proper to write a heading in which no street and number are given ?

What do you mean by the *superscription* on an envelope ?

Why is it necessary to write very plainly on the envelope ?

44. SYNONYMS

A small boy constructed a box.

Do you understand this sentence ?

What does it mean ?

Can you place under the word *small* a word that has the same meaning ?

Read the sentence, using your new word :—

A small boy constructed a box.

little

Does the sentence mean the same as before ?

Can you place under the word *boy* another word that has the same meaning ?

A small boy constructed a box.

little lad

Now let us try the word *constructed*. We may use more than one word under it.

A small boy constructed a box.

little lad made

built

Read the sentence, using as few of the original words as possible.

Does the sentence mean the same as the first one ?

What have we done ?

We have found that two or more words may have the same meaning.

Words that have the same, or almost the same, meaning are called synonyms.

Sŷn'ō nŷms. *Pronounce this word.*

Name the marks over the vowels.

What are their uses ?

Think of a word ; then think of a synonym for it ; give both words.

May there be more than one synonym for a word ?

Find more than one synonym for some word that you may select from the following list : —

mirth, sorrow, keen, autumn, excellent, usually, appear, slumber, secure, spotless, din, shine, small, grateful, weary, lad, conflict, address, billows, highway, craft, freedom.

In the above list, find synonyms for the italicized words in the following sentences : —

1. He walked across the dusty *road*.
2. The *tired* boy was very *thankful*.
3. The officer made a stirring *appeal* just before the *battle* began.
4. Sam's little *boat* was tossed by the *waves*.
5. The floor was *clean*.
6. He could *sleep* in spite of the *noise*.
7. *Joy* and *grief* often come near together.
8. In the *fall*, the wind is *shurp* and the stars *glisten*.
9. I will *obtain* the prisoner's *release*.

Note to the teacher : Exercises like the above, varying in difficulty to suit the grades, should be given frequently. They will enlarge perceptibly the pupil's vocabulary.

45. THE COMMA IN A SERIES OF WORDS

1. I saw Mary, Susan, and Emily last week.
2. Corn, oats, and barley are for sale.

In the first sentence, what is the mark called which you find after the words *Mary* and *Susan*? After what words do you find the same mark in the second sentence? What is its use in each of these sentences? Is there a comma after the words *Emily* and *barley*? Why not?

A comma is used to separate words forming a series.

Do you know the meaning of the word **series**? If you do not, ask your teacher to tell you.

Find the commas in the following sentences, and tell why they are placed there :—

1. Apples, pears, and plums are ripe.
2. Houses, barns, and fences were swept away.
3. The boys soon devoured sandwiches, fruit, and cake.
4. I saw a policeman, a fireman, and a postman.
5. A tall, muscular, young man saluted the officer.

46. SALUTE TO OUR FLAG

A Poem for Reading and Conversation

Read the poem aloud :—

Our Flag! May your folds ever wave on the breeze
 As an emblem of peace on land and on seas.
 A sign of our courage, the red of the dawn
 Which flushes the sky at the day's early morn;
 A symbol of loyalty, tender and true,



We take from the sky its own beautiful blue ;
For purity, innocence, loyalty, right,
We've chosen the color most fitting — pure white!
What a lesson you teach to ages and times!
In your stars and your bars the whole world may see
You stand for a nation, the home of the free!

We salute you, dear Flag, with your red and white bars,
May your union shine ever with glorious stars,
Your folds shelter freemen: as years roll along,
May all nations and people learn liberty's song.
We promise you here that we'll always be true
And, if need be, we'll die for the "Red, White, and Blue."
— B. ELLEN BURKE.

Conversation

What are the colors of the flag? What is red a sign of? Read the lines that tell you so. What is blue a symbol of? Read the lines that tell you so. What is white a symbol of? Read the lines that tell you so.

What does the poem call the "stripes"? How many bars or stripes has the flag? How many are red? How many are white? For what do the stripes stand?

What does the poem call the blue section of the flag? What other name do we give it? How many stars are in the "field" on the new flag? Why? When does the number of stars increase? When does the government have the flag show that a new state has been added?

Read the last two lines of the poem aloud.

The Flag Salute

I pledge allegiance to my flag and to the Republic for which it stands, — one nation, indivisible, with liberty and justice for all.

Find a line in the poem that you think means "I pledge allegiance to my flag." How did your grandfathers and great-grandfathers prove their allegiance? In what ways may boys and girls show their allegiance?

What does indivisible mean? When did we struggle to keep our Republic one nation, indivisible?

Who rules over our Republic? Find out what other countries are Republics.

Copy The Flag Salute, and memorize it.

Note to the teacher: The pupil should first stand at "attention," facing the flag. At the word "Salute!" the pupil brings his right hand (palm to the left) to his forehead, the forearm inclined at about forty-five degrees, hand and wrist straight, the forefinger touching just above the right eye, and thumb and fingers extended and joined. In this position, the pupil repeats the words of the salute. At the word *flag*, he extends his right arm full length (palm up) toward the flag. At the termination of the salute, he brings down his arm sharply to "attention."

47. TEACH AND LEARN

Exercise to Fix a Correct Language Form

If you have a dog, or a cat, or a bird, or any other pet at home, what have you taught it to do?

ILLUSTRATION: I have taught my dog to sit up and beg

Tell five things you have taught your pet to do.

What does a man who is breaking a young colt have to teach him?

Write five sentences, telling what the man must teach him to do.

ILLUSTRATION: He must teach him to wear a bit in his mouth.

Commit this to memory: We teach things to another person or to an animal.

What five interesting facts have you learned in geography from your teacher?

ILLUSTRATION: I have learned that little Chinese girls wear tight bandages on their feet to keep their feet from growing larger.

What things must a baby learn to do?

ILLUSTRATION: He must learn to walk.

What things may we learn from watching birds?

ILLUSTRATION: We may learn how they build their nests.

Write five things that we may learn from watching birds.

Draw five little pictures, illustrating the facts that we learn.

Commit this to memory: We learn things from other people, from animals, or from objects.

Then the little Hiawatha
 Learned of every bird its language.
 Learned their names and all their secrets,
 How they built their nests in Summer,
 Where they hid themselves in Winter.

* * * * *

Of all beasts he learned the language,
 Learned their names and all their secrets.

How the beavers built their lodges,
 Where the squirrels hid their acorns.
 How the reindeer ran so swiftly,
 Why the rabbit was so timid.

— LONGFELLOW.

Note: Instead of *from*, notice that *of* is sometimes used with *learn*, as in the above poem.

What things did the birds teach Hiawatha?

Make a list of the things they taught him.

Write six good sentences, telling what the beasts taught him.

From whom did Hiawatha learn where the birds hid themselves in winter?

From whom did he learn why the rabbit is so timid?

Learn the verses about Hiawatha.

48. THE CHICKADEE

Conversation and Written Exercise

Did you ever see a bird known as the chickadee? He is a little fellow, even smaller than the sparrow. His feathers are gray and white, and very soft. On his head is a black cap, while his throat shows a necktie of black down.

Perhaps, if you have never seen a chickadee, you may have heard one, for this little bird has a way of calling out his name very clearly. "Chick-a-dee-dee-dee," he says, and you can hear him at almost any time, for a few chickadees stay with us the year round.

If you should ask a chickadee what he likes best of all to eat, he would probably reply, "Eggs." Not birds' eggs! Dear

me, No! A civilized chickadee would never think of such a thing. Not birds' eggs, but insects' eggs, are a feast for these little fellows. It is fun to see the chickadees hunting for food. You know insects almost always lay their eggs in carefully hidden places, as the under side of a curled-up leaf, or beneath the rough bark of a tree. The chickadee knows just where to look for these tucked-away morsels, but sometimes he finds it hard work to obtain them, and consequently he screws himself into strange and wonderful positions that he may get at his prey.

Once there were several of these birds hunting for eggs on a big thistle plant. What a time they had! Some seemed to be standing on their heads, and one little fellow hung on by a single claw, while he twisted his bill in and out of the plant in an eager effort to satisfy his hunger.

In spite of the laughable things that the chickadees do in order to get a good meal, one should not forget what helpful birds they are. For, by eating the eggs of certain harmful insects, they keep many baby insects from being born. These baby insects, if allowed to live, would grow up to be plagues, like their parents, and would eat up our vegetables, fruits, trees, and flowers. So you see, the chickadee, in this way, does us a great service.

The father and mother chickadee like to make their home in a hollow tree, or in a last year's nest of the woodpecker. Sometimes, as many as eight or nine baby chickadees live in the nest. You can imagine how busy the father and mother have to be in order to feed all the hungry mouths. But soon the baby chickadees learn to fly, and then they leave the home nest and fly away to get food for themselves.

Read the story of The Chickadee.

Look out sharply and try to see a chickadee soon.
Listen for his call.



Read the following poem : —

“Were it not for me,”
 Said a chickadee,
 “Not a single flower on earth would be;
 For under the ground they soundly sleep,
 And never venture an upward peep,
 Till they hear from me,
 Chickadee-dee-dee !
 I tell Jack Frost when 'tis time to go
 And carry away the ice and snow ;
 And then I hint to the jolly old sun,
 ‘A little spring work, sir, should be done,’
 And he smiles around on the frozen ground,
 And I keep up my cheery, cheery sound,
 Till echo declares in glee, in glee :
 ‘’Tis he ! ’tis he !
 The Chickadee-dee !’”

—SIDNEY DAYRE.

Imagine yourself to be a mother chickadee. Write the story of a day in your life, telling of your nest, the little chickadees, your hunt for food, and any other interesting experience that you may have had.

49. REVIEW

What is an abbreviation ?

Is an initial an abbreviation ?

What mark of punctuation is placed after every abbreviation ?

What is a direct quotation ?

With what kind of letter does a direct quotation begin ?

What marks are placed before and after a direct quotation ?

Quote a question.

Quote an exclamation.

Quote a statement.

Quote a command.

What marks of punctuation have you placed after these different quotations ?

What is an apostrophe ? Give a rule for its use.

Write upon the blackboard four words that contain hyphens.

Separate the word *children* into syllables by using a hyphen between the syllables.

Write sentences each of which shall contain one of the following words: *sit, set, wish, beside, behind, teach, learn.*

50. THE HISTORY OF TIP-TOP

The Paragraph

Under the window of a certain pretty little cottage there grew a great old apple tree, which in the spring had thousands and thousands of lovely pink blossoms on it, and in the autumn had about half as many bright red apples as it had blossoms in the spring.

The nursery of this cottage was a little bower of a room, papered with mossy-green paper and curtained with white muslin; and here five little children used to come in their white nightgowns, to be dressed and have their hair brushed and curled, every morning.

First, there were Alice and Mary, bright-eyed, laughing little girls of seven and eight years; and then came stout little Jamie and Charlie; and finally, little Puss, whose real name was Ellen, but who was called Puss, and Pussy, and Birdie, and Toddie, and any other pet name that came to mind.

Now it used to happen every morning that the five little heads would be peeping out of the window together, into the flowery boughs of the apple tree; and the reason was this: A pair of robins had built a very pretty, smooth-lined nest in a fork of the limb that came directly under their window, and

the building of this nest had been superintended, day by day, by the five pairs of bright eyes of these five children.

The robins had at first been rather shy of this inspection; but as they got better acquainted, they seemed to think no more of the little curly heads in the window than of the pink blossoms about them, or the daises and buttercups at the foot of the tree.

—HARRIET BEECHER STOWE.

Read the first sentence in The History of Tip-Top. What is the main thought of this sentence? Where did the *great old apple tree* grow? What did it have on it in the spring? What grew on it in the autumn? Were there as many apples in the autumn as there were blossoms in the spring?

Do all the thoughts expressed in this sentence relate to the apple tree?

What do we call a group of sentences relating to one subject or topic?

Notice the word *Under* in the first paragraph. You will see that it is printed farther to the right of the page than is the first word of the other lines of the paragraph. What do we say of a line thus printed or written?

Read the second paragraph of The History of Tip-Top. What word is *indented* in this paragraph?

What is the main thought of the second paragraph? What is a *nursery*? Who came into the nursery?

Read aloud the remaining paragraphs. What is the main thought in each of these paragraphs? Which word is indented?

How many sentences are there in the first paragraph? How many sentences are there in the last paragraph?

May a paragraph have more than one sentence? How many may it have?

Whenever you are to write a paragraph —

First, make a *plan* for it; that is, decide what is to be the main thought of your paragraph. This is your **topic**.

Second, *decide what thoughts you wish to express* about this topic. Be careful to make these tell *all* that you consider worth telling in regard to the topic.

Third, *arrange your sentences* so that they will follow each other naturally. If you are careful to do this, your paragraph will be well written.

Written Exercise

Using the following topics on "The English Sparrow," *write a paragraph about each topic*. Remember to indent the first word of each new paragraph. The hints that follow the topics will aid you in making your paragraphs.

1. Size.
2. Color.
3. Disposition.
4. Food.
5. Home.
6. Nest and eggs.
7. A helper to man.

Hints

1. Is the English sparrow a large or a small bird? Compare him in size with the robin.

2. What is the color of the sparrow? Do you know any other bird that he resembles in color? Do you like his color?

3. Do you think the sparrow is a joyous bird? Have you ever heard him sing? Have you ever seen these birds fighting with each other?

4. What kind of food do they seem to enjoy? Have you ever fed them with crumbs? Did they eat greedily, oftentimes taking away bits from each other?

5. Do you think they make their home in warm countries or in cold countries? Or do they seem to live as well in one climate as in another?

6. In what kind of place do sparrows build their nests? Of what do they build them? Have you ever found a sparrow's nest *after* the young birds have left it?

7. Can you think of any way in which the sparrows help man?

51. HOMONYMS

Fill the blanks in the following sentences from the list of homonyms below:—

1. I saw a large — in the ground.
2. The wind — a gale.
3. The water of Lake Como is a deep, dark —
4. Alice has a — dress.
5. That pole has a — near the end, but it will — spoil it.
6. We can — the birds sing if we stand —.
7. I — the — had a — skirt.
8. The flowers have a sweet —.
9. I gave the boy a — and — him away.
10. She — her lesson perfectly.
11. The birds sang the — day through.

<i>cent</i> , a coin.	<i>blew</i> , did blow.
<i>scent</i> , an odor.	<i>blue</i> , a color.
<i>sent</i> , did send.	<i>hole</i> , an opening.
<i>made</i> , did make.	<i>whole</i> , all.
<i>maid</i> , a young woman.	<i>hear</i> , to listen.
<i>knot</i> , a tie; a hard place in wood.	<i>here</i> , in this place.
<i>not</i> , a word of denial.	<i>knew</i> , did know.
	<i>new</i> , not old.

52. MAY

A Poem for Reading and Conversation

Read the following poem:—

Merry, rollicking, frolicking May
 Into the woods came skipping one day;
 She teased the brook till he laughed outright,
 And gurgled and scolded with all his might;
 She chirped to the birds and bade them sing
 A chorus of welcome to Lady Spring;
 And the bees and butterflies she set
 To waking the flowers that were sleeping yet.
 She shook the trees till the buds looked out
 To see what the trouble was all about,
 And nothing in Nature escaped that day
 The touch of the life-giving bright young May.

— GEORGE MACDONALD.

Don't you feel *merry, rollicking*, and like *frolicking* after you have read this poem? Why is it that the poem makes you feel this way?

You know that *May* and *Spring* are not people, but it seems as though they were in this poem. Why has the author done this?

Why is it appropriate to represent *May* as a girl? Name some colors that she might wear.

What did May do to the brook to make him *gurgle*? What month probably made the brook stop laughing?

Name some words that might form the chorus to welcome *Lady Spring*.

Illustrate on paper lines 7 and 8.

Upon the blackboard, show what the trees looked like before and after May shook them.

Why is *Nature* written with a capital letter?

Give one reason why you know that May must have been young. What two lines tell you this fact?

Can you think of something that changed its color when May touched it?

Memorize this poem.

53. THE COBBLER AND THE ELVES

Conversation and Dramatization

Once upon a time there lived a poor, hard-working cobbler. Although he toiled all day, he could earn but a few pence, because he was old and feeble, and could not work as quickly as he used to do.

As winter grew near, he found that there was little food in the house, and that he had only leather enough to make a single pair of shoes. He cut out the leather one night just before he went to bed. "I am ready to begin work in the morning," he said to his wife. "I will get up early and make these shoes."

"I do not know what we shall do after you have sold this pair," replied his wife. But her husband said, "Don't worry, my dear, you never can tell what the morrow will bring."

So they went to sleep in peace.

In the morning, the cobbler got up early in order to make the shoes. He hunted for the leather, but what was his surprise to find, instead, a neatly made pair of shoes lying on the table! He caught them up eagerly and looked at them. They were beautifully stitched. "I wonder who could have done this," he said to himself. "I cannot even guess."

That day a man came in to buy some shoes. He was so pleased with the pair which the old cobbler showed him that he bought them at once for a good price. "These shoes are the most perfectly made pair that I have ever seen," he said.

With the money that his customer gave him, the shoemaker was able to get enough leather to make two pairs of shoes. That night he cut them out. The next morning he found them made. The work had been done for him in the night.

He sold these two pairs of shoes and then bought enough leather for four pairs. Again he cut out the leather at night and left it, and again he found the shoes made for him in the morning.

Many, many pairs of shoes did the cobbler's unknown helpers make for him. He had only to cut the leather out and leave it at night to find it made into shoes the next day.

One cold winter night, the shoemaker, as usual, cut out several pairs of shoes. Then, instead of going to bed, he said to his wife: "Let us try to find out who helps us every night. We will hide ourselves and then keep a sharp watch."

His wife thought this an excellent plan. So they left the candle lighted and then hid themselves behind some chairs in a corner of the room.

As the clock struck twelve, there came into the room two little elves. They were so thinly dressed that they shivered with the cold. Down they sat at the cobbler's bench and began to work. They sewed so quickly and so handily that the shoes were soon finished. Then away they ran out into the cold again.

The next day, the wife said, "Husband, these little men have helped us so much that I feel as if I should like to return their kindness by doing something for them.

"Listen! I have a plan. I noticed they were very thinly dressed and that they shivered with the cold. I will make them each a little suit of clothes, and knit a pair of warm stockings for them, while you must make them some shoes."

"I shall be glad to do so," said the good husband. "Let us set to work at once."

So they worked all day, and when night came, the little suits and the shoes and stockings lay finished on the table. Then the old man and his wife hid themselves to see what the elves would do.

At midnight, the elves came in, and jumped up on the table, expecting to find the leather, but, instead, they found what the couple had left. The little men stared in wonder. They felt the suits all over and put their little hands into the pockets.

At last they dressed themselves and jumped and danced in joy all around the room. Over tables and chairs they went, singing—

"Who will wonder at our glee?
Happy little men are we,
Well dressed now, as you may see."

Finally, they danced out of the room and never came back again.

But the old shoemaker and his wife, who had been kind to those who had helped them, were nevermore in need. As long as he and his wife lived, they had health, and wealth, and happiness.

— Adapted from GRIMM'S *Fairy Tales*.

Dramatize this story.

Visit a cobbler's shop and notice how he works.

Choose from among your classmates the characters

of the shoemaker, his wife, the customer who bought the first pair of shoes, and the two elves.

Try to make your characters look, act, and talk as the people of the story do.

54. REVIEW

What is a contraction ?

What is the difference between a contraction and an abbreviation ?

Write a paragraph containing a contraction and an abbreviation.

Where should a period always be used ?

Give a sentence that should be followed by a question mark.

Write upon the blackboard a sentence that should have an exclamation mark after the last word.

Name and illustrate three uses of the comma.

Write a sentence showing two different uses of the apostrophe.

55. WHAT THE BEAR WHISPERED

Oral and Written Reproduction

Read this story :—

Two men were traveling together along a lonely road, and talking of what they would do if they should be attacked by robbers or by wild beasts. "Never fear," said one of them, "I'll stay by you, and there will be no danger." These words were hardly out of his mouth, when a great bear ran out of a thicket ; and the man who had spoken, being nimble and lightly built, forthwith climbed up into a tree, leaving his friend to face the bear alone. The other man fell on his face on the ground

and lay quite still. The bear came up, smelt him, thought him dead, and went away. Then the boastful one came down from the tree, laughing.

“What did the bear whisper in your ear?” said he. “You seemed very friendly.” “Oh,” the other answered, “he told me never to trust the word of a coward, or of a boaster.”

Retell the above story in your own words to the members of your class. Try to make them realize the boastfulness of the coward and the quiet rebuke of his comrade.

Hints

Of what were the two travelers talking?

Give the first man's remark.

What happened to test his courage?

Tell what he did then.

What means of self-protection did his comrade take?

Give the result as shown by the bear's action.

Repeat the boaster's question.

What was the reply?

What lesson does this story teach?

Give two words that describe the boaster's character.

Give two words that describe the other man's character.

Have you ever known any one like either of these men?

Find synonyms for the words, *thicket*, *nimble*, *boastful*, *coward*.

Write in your own words the story of What the Bear Whispered.

Dramatize the story with three characters.



56. PICTURE STUDY**Oral and Written Practice**

Observe the picture closely.

Is it a country or a city scene? What season of the year is it? Notice the children. What are they doing? How are they dressed? Why do they look so happy? What relation to the children is the man standing near the horse? Describe him. What is he doing? Notice the older man. Tell how he is dressed. What is he doing? Why is he smiling? What has the horse been doing? Why do you think so? Whose horse is he?

Imagine that you are watching the scene from the farmhouse, and write a letter to your mother in the city describing the incident as pictured here. Give names to the people of the scene. For your main topic, take the story told by the picture, but write, also, of other pleasant times that you are enjoying on the farm.

57. FIRST, LAST, AND IN-BETWEEN**A Game**

Did you ever play the game of *First, Last, and In-between*? Very well; we will play it. It will require much thought and very close attention, if you hope to learn to play it well. Each of the cards that you have just received has a name.

Show the class
yours, Frank.

First Capital

Show yours,
Delia.

First Quotation Mark

Now turn the cards face down.

Remember what is on your card.

Here is the sentence that you are to use:—

Mr. Grafton's boy said, "Lend me a pencil."

The class may repeat the sentence.

Think the capitals and the punctuation marks.

Frank, you may come with your card and stand opposite the end of the blackboard, and begin the *living* sentence. Each card must follow in its order. Hold the card in front of you, Frank, face side toward the class, so that all may see it:—

First Capital

(FRANK)

Now *think* of the sentence.

Next card! Correct, John!

First Capital

(FRANK)

First Period

(JOHN)

Next card. No, Mary, not yet.
Correct, Pauline!

First Capital

(FRANK)

First Period

(JOHN)

Second Capital

(PAULINE)

Next card. Good, Fred!

First Capital

(FRANK)

First Period

(JOHN)

Second Capital

(PAULINE)

Apos- trophe

(FRED)

Now there will be a mistake if you are not careful.
Next! No, Delia, too soon! Mary is correct.

First Capital

(FRANK)

First Period

(JOHN)

Second Capital

(PAULINE)

Apos- trophe

(FRED)

First Comma

(MARY)

Now you may finish the sentence.

First Capital

(FRANK)

First Period

(JOHN)

Second Capital

(PAULINE)

Apos- trophe

(FRED)

First Comma

(MARY)

First Quotation Mark

(DELIA)

Third Capital

(ELSA)

Second Period

(HAROLD)

Second Quotation Mark

(LUCY)

Now the child who is *sure* of himself may go behind this *living* sentence, and write it upon the blackboard. Well done, Laura!

The *living* sentence may face the *written* one. Is the written sentence correct? That is, does the *written* sentence agree with the *living* sentence?

Place your finger upon the letter or punctuation mark that you represent.

Face the class!

Now tell us *why you are what you are.*

Frank: "I am the First Capital because I begin the first word of a sentence."

John: "I am the First Period because I mark an abbreviation."

Pauline: "I am the Second Capital because I am the first letter in the name of a person."

Fred: "I am the Apostrophe because I show ownership."

Mary: "I am the First Comma because I separate a direct quotation from what precedes it."

Delia: "I am the First Quotation Mark because I stand at the beginning of a quotation."

Elsa: "I am the Third Capital because I begin the first word of a direct quotation."

Harold: "I am the Second Period because I end the sentence."

Lucy: "I am the Second Quotation Mark because I close the quotation."

Note to the teacher: The game of *First, Last, and In-between* may be made to aid greatly in fixing and reviewing capitalization and punctuation. Attention and memory are quickened when the game is played properly. All the marks of punctuation, capitals, etc., required in any given grade should be written or printed in letters sufficiently large to enable the children to read them across the schoolroom.

58. REVIEW

What are synonyms ?

bundle	maid	disappear
large	fall	lazy
fiction	active	house
order	cold	break
end	raise	fright
come	learning	avored
state	location	pester
happiness	letter	intermission

Find in the list printed above synonyms for the following words : —

elevate	chilly	panic
residence	girl	conclusion
education	epistle	fortunate
declare	autumn	great
situation	arrive	package
vanish	rend	fable
brisk	bliss	recess
indolent	command	annoy

Write a paragraph about trees, making use of synonyms for the following words : —

tall, branches, waving, crooked, slender, dense.

Memory Gems

To obtain perfection it is not necessary to do singular things, but to do common things singularly well.

— FRANCIS DE SALES.

It is not a question of how much we are to do, but of how it is to be done; it is not a question of doing more, but of doing better.

— RUSKIN.

Capital Letters

Capital letters are used to begin —

The first word of every sentence.

The first word of every line of poetry.

All names of persons and places.

All names of months and days.

Headings and titles.

Direct quotations.

All names of God and the Bible.

The words I and O are written always with capitals.

59. SQUIRRELS**Conversation**

Read this selection thoughtfully: —

Walking through the early October woods one day, I came upon a place where the ground was thickly strewn with very large unopened chestnut burs. On examination, I found that every bur had been cut square off with about an inch of the stem adhering, and not one had been left on the tree. It was not accident, then, but design. Whose design? A squirrel's. The fruit was the finest I had ever seen in the woods, and some wise squirrel had marked it for his own. The burs were ripe, and had just begun to divide. The squirrel that had taken all this pains had evidently reasoned with himself thus: "Now, these are extremely fine chestnuts, and I want them; if I wait till the burs open on the tree, the crows and jays will be sure to carry off a great many of the nuts before they fall; then, after the wind has rattled out what remain, there are the mice, the chipmunks, the red squirrels, the raccoons, the grouse, to say nothing of the boys and the pigs, to come in for their share; so I will forestall events a little: I will cut off the burs when

they have matured, and a few days of this dry October weather will cause every one of them to open on the ground; I shall be on hand in the nick of time to gather up my stores." The squirrel, of course, had to take the chances of a prowler like myself coming along, but he had fairly stolen a march on his neighbors. As I proceeded to collect and open the burs, I was half prepared to hear an audible protest from the trees about, for I constantly fancied myself watched by shy but jealous eyes. It is an interesting inquiry how the squirrel knew the burs would open if left to lie on the ground a few days. Perhaps he did not know, but thought the experiment worth trying.

— JOHN BURROUGHS.

Describe orally a squirrel that you have seen. Tell what he was doing at the time when you saw him.

Have you ever seen a squirrel gathering nuts? Have you ever seen one storing them away?

If a squirrel could talk, imagine what it would say while doing any one of the following things: —

Searching for nuts.

Gathering nuts.

Storing nuts away for the winter.

Try to make as good a story as did Mr. Burroughs

60. BOY'S SONG

Read the following poem, and then memorize it: —

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river, and o'er the lea,
That's the way for Billy and me

Where the blackbird sings the latest,
 Where the hawthorn blooms the sweetest,
 Where the nestlings chirp and flee,
 That's the way for Billy and me.

Where the mowers mow the cleanest,
 Where the hay lies thick and greenest;
 There to trace the homeward bee,
 That's the way for Billy and me.

Where the hazel bank is steepest,
 Where the shadow falls the deepest,
 Where the clustering nuts fall free,
 That's the way for Billy and me.

Why the boys should drive away
 Little sweet maidens from the play,
 Or love to banter and fight so well,
 That's the thing I never could tell.

But this I know: I love to play
 Through the meadow, among the hay;
 Up the water, and o'er the lea,
 That's the way for Billy and me.

—JAMES HOGG.

61. PERSONIFICATION

Have you ever heard a little girl talk to her doll as though the doll were a real person and understood what was said to it?

Sometimes a boy will talk to his dog as though the dog were another boy.

Oftentimes, the wind, the sea, the clouds, the trees,

and other lifeless objects are spoken of as though they were persons.

When an animal or any lifeless object is spoken of as though it were a person, it is said to be **personified**.

The names of things personified should begin with capital letters.

In the following sentences, what objects are personified?

1. "Will you walk into my parlor?" said the Spider to the Fly.
2. Old, wild West Wind, come once more.
3. The Sea saw it and fled.
4. The Oak Tree felt very sad when he saw the choppers.

In the poem of *Hiawatha*, a great many objects are personified. Perhaps you may like to read parts of the poem, and then *write a list of some of these personified objects*, and give it to your teacher.

Bumblebee and Clover

Came a roaring bumblebee,
Pockets full of money.
"Ah, good morning, Clover sweet,
What's the price of honey?"
"Help yourself, sir," Clover said,
"Bumble, you're too funny;
Never Clover yet so poor
She must sell her honey."

— SAXE-HOLM.

Name the objects personified in the verses above, and tell why you know that they are personified.

62. REVIEW

Give a reason for each mark of punctuation, and for each capital letter used in the following sentences : —

1. Dr. Russell and Mary went to Portland.
2. Mr. and Mrs. Hunter are in Omaha.
3. He signed the letter J. E. G.
4. I intend to sail for home in June.
5. Sarah will come next Tuesday.
6. Now, mother, what's the matter ?
7. Look, Harold, the man is at the door !
8. "Hello!" shouted father at the telephone.
9. "Close the door," said Annie's mother.
10. O clouds, roll away that I may see the sun.

63. PICTURE STUDY

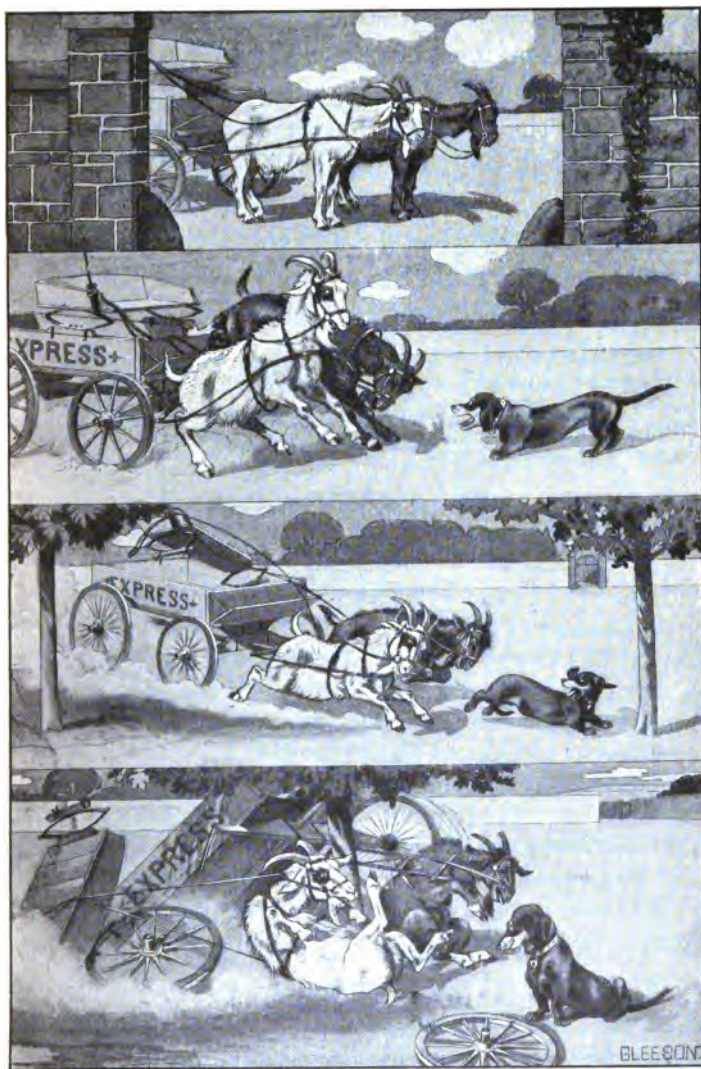
Oral and Written Work for Personification

Study the first picture. Describe the two goats. What are their names? What seems to be their state of mind? Notice that they are not tied.

Study the second picture. What new character has appeared? Describe him. Describe the changed attitude of the goats. Imagine that all three animals can speak. Briefly, what would the goats say? What would the dog say?

Study the next picture. Describe the goats and the dog, telling also their relative positions. Again imagine their words if they could speak. Notice what obstacle the goats are nearing.

Study the last picture. Describe the three characters. Notice the triumphant expression of the dog.



Give one word that describes the expression of his enemies. Imagine what the dog would say. Do you think that the goats would say anything here?

Perhaps the dog led his foes toward the tree, knowing that they would be caught there. If he did, what do you think of his cleverness? If it had not been for the tree, do you think that the dog, or that the goats, would have won? Why?

Did the race end as you would have it?

Note to the teacher: The pupil should talk spontaneously and joyously about this series of pictures. By unifying and combining the separate paragraphs, the pupil should be led to make a whole from its parts.

This picture may furnish material for several lessons.

64. MAY AND CAN

Exercise to Fix a Correct Language Form

THE WORD *MAY*

James invited some boys and girls to his home on one stormy Saturday afternoon. While he was waiting for them to arrive, he asked his mother these questions:—

“May we go into the kitchen to make candy?”

“May we pop corn in the furnace?”

“May we have a peanut hunt?”

“May we dress up in the old-fashioned clothes that are in the chest in the attic?”

“May I order some ice cream for supper?”

His mother smiled and said, “You may do all those things, if you think the other children will enjoy them.”

Suppose you are to have a party during the summer vacation, when it is warm and pleasant. What will you do to entertain your guests?

On a slip of paper, write the questions that you will probably ask your mother.

EXAMPLE. — May we have supper on the piazza ?

On the other side of your paper, write your mother's answers to your questions.

Read aloud your questions and answers. Listen to those of the other children.

Decide to which of the children's parties you would rather go.

In asking a person's *permission* to do a thing, always begin your question with the word *may*. Also in granting permission to do a thing, use the word *may*.

Fill the following blanks :—

1. — I take that book, Mary ?
2. — I have a chocolate, mother ?
3. You — have two chocolates, John.
4. "James — close his book," said Miss Lunt.

THE WORD CAN

John Powers said to his classmate, "Howard, *can* you throw a ball a hundred feet ?" Howard answered, "I know I *can*." "Can you ride a bicycle ?" asked John. "Of course I *can*," was the reply. "Can you swim ?" "Yes." "Can you play the violin ?" "No, I *can* not."

In these questions, John asks if Howard has the *power* or *ability* to do certain things ; is he *able*, or has he the *power*, to throw a ball, to ride a bicycle, to swim, and to play the violin. When it is a question

of *power* or *ability* to do something, the word *can* should be used.

EXAMPLE. — Can he run as fast as you can ?

Write on paper the answers to the following questions, and then read them aloud : —

1. Can the President order an extra session of Congress ?
2. May I eat my apple at recess ?
3. May I borrow William's pencil ?
4. May John read *David Copperfield* ?
5. Can he understand it ?
6. Can Ralph swim across the river ?

Write on paper the questions that these sentences might answer : —

1. Maud may practice now.
2. The boys may play ball to-day.
3. On a clear day, I can see the lighthouse.
4. John can skate.
5. He may take my books to school if he can.
6. The Governor can appoint a municipal judge.

Which is the proper question : —

1. *May* I go to the party, mother ? or
2. *Can* I go to the party, mother ?

Write the correct form upon the blackboard.

65. UNITY

In each group, combine the two sentences to make one : —

1. Fred planted some peppers in his garden. They are not ripe yet.

2. There are some peppers on the table. They are large and red.

3. Kate went to market and bought these peppers. She bought them to put into her pickles.

These sentences can be combined, because they are written about the same thing: they are united by a common idea.

When a sentence contains but one principal thought, or idea, it has unity.

Learn the meaning of the word *unity*.

Do not attempt to combine sentences that are not united by a common thought, or idea.

There was a snowstorm yesterday, and there is a large lake near the village.

This is not a good sentence, because the snowstorm had nothing to do with the lake; therefore, the sentence lacks *unity*.

What can you say about the following sentence?

The snow which fell yesterday covered the ice on the large lake near the village, and spoiled the skating.

1. *Tell which of the following sentences cannot be united.* 2. *Combine the sentences that have unity.*

1. These lilies are beautiful. They came from Bermuda.

2. Mary came into the room. I have read *Robinson Crusoe*.

3. We found some shells. We found them on the beach.

4. Margaret has a coral necklace. Mrs. Stetson went to Italy last summer.

5. Mrs. Stetson went to Italy last summer. She bought Margaret's coral beads while she was there.

6. We found some chestnuts. The chestnuts were under the large tree in the lane.

7. I have an interesting book. We went to the country last summer.

66. ROOTS

Read the following words : —

faith	faithless	faithfulness
faithful	faithfully	faithlessness
unfaithful		

Notice that one word has been taken, and that six other words have been made from it by placing *before* or *after* it one or more syllables.

In the same way, make as many words as you can from each of these words : —

harm	truth	care
------	-------	------

Such words as *faith*, *harm*, *care*, and the like, are called roots, because the larger words that are made from them seem to grow from the *roots*. Other syllables may be placed before or after these roots to form new words.

Choose the roots in the following list : —

kindness	clock	misspelled	gallon
gladly	lovely	thoughtlessness	farmer
thankful			

Which words in this list are not roots? Why not?
Name five other words that are not roots.

Read this story, copy it upon a piece of paper, and underline all roots : —

Jane's Stroll

Early one summer morning, while the sun shone brightly, little Jane carefully dressed herself, and, creeping lightly and cautiously down the stairs, walked out the side door into the dusty road.

The road was deserted, save for a farmer who was leading his cow to pasture. Now and then he paused to look thoughtfully at the little girl traveling alone so early in the morning.

"Hadn't you better return home?" he suddenly asked. The farmer spoke kindly, but Jane was so surprised at an unknown man speaking to her, that she retraced her steps and reentered the house before any one discovered her absence.

67. PREFIXES

Read the following list of words : —

unkind
unbend

untie
unlike

unhook
unbind

Give the roots in this list. What syllable has been placed before each root? What do you think *un* means? Notice that the syllable has been placed before, or fixed before, the root.

In the Latin language, *pre* means *before*, and *fix* means *to fasten* or *to place*; therefore, we call a syllable placed as *un* is, a **prefix**.

Learn this definition : —

A **prefix** is one or more syllables placed before a root to change its meaning.

Name the prefixes in this list: —

unroll	disagreeable	dislike
misspell	misrepresent	unworthy

Find in your reading book six words that have prefixes.

What is a root?

Name five roots.

What is a prefix? Name one.

From what language does the word *prefix* come?

Write a list of five words that have prefixes.

Note to the teacher: In a manner similar to the above, the prefixes *dis, mis, out, fore, re, semi, trans,* etc., may be taught.

68. AN UNNAMED STORY

Reproduction

Read:—

A lark that had built her nest in a field of wheat was very much afraid that the wheat would ripen before her young grew strong enough to fly away.

Every day, before going off to look for food, she told the baby larks to listen carefully to what they heard said, and to tell her when she came back.

One day, the little birds heard the farmer who owned the field, say to his son, "This wheat is ripe enough now; we must send for our friends and neighbors to help us cut it to-morrow." The young larks were very much frightened and told their mother as soon as she flew into the nest. But the mother only said: "Don't be afraid! If the farmer depends upon his friends, the wheat will not be cut to-morrow."

The next day, the farmer came again to the field and said to his son: "Our neighbors are not coming to help us. We

cannot depend upon them. Let us send for your uncles and cousins ; no doubt they will come early in the morning."

The little birds in great fear repeated these words also to their mother. But she was not alarmed. "Relatives cannot be depended upon for help any more than neighbors," she said.

The next morning, when the farmer saw that no one was coming, he told his son that as they could wait no longer, lest the wheat spoil, he would cut the field himself. "Now, my dears," said the lark, "we must go at once, for when a man sets to work himself, the thing is soon done."

— LA FONTAINE.

Retell this story in your own words.

Choose a name for it.

69. ABBREVIATIONS

Learn the following abbreviations, and also the words for which they stand :—

A.M. (*Ante Meridian*), before noon.

P.M. (*Post Meridian*), after noon.

M., One Thousand.

Co., County, or Company.

Gov., Governor.

Gen., General.

Capt., Captain.

etc. (*et cetera*), and so forth.

e.g. (*exempli gratia*), for example.

What mark of punctuation always should be placed after an abbreviation? Notice that all abbreviations do not begin with capital letters. It is not good form to use abbreviations in the body of a letter. The best writers seldom use abbreviations.

Note to the teacher: A review of the game *First, Last, and In-Between* (see page 98), with sentences suitable for the grade, will strengthen perceptibly the pupils' knowledge of capitals and punctuation.

70. THE NIGHTINGALE AND THE GLOWWORM

Study of a Poem

Read: —

A nightingale, that all day long
Had cheered the village with his song,
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel, as well he might,
The keen demands of appetite;
When, looking eagerly around,
He spied far off, upon the ground,
A something shining in the dark,
And knew the glowworm by his spark;
So, stooping from the hawthorn top,
He thought to put him in his crop.
The worm, aware of his intent,
Harangued him thus, right eloquent:
"Did you admire my lamp," quoth he,
"As much as I your minstrelsy,
You would abhor to do me wrong
As much as I to spoil your song;
For 'twas the selfsame Power divine
Taught you to sing and me to shine;
That you with music, I with light,
Might beautify and cheer the night."
The songster heard this short oration,
And, warbling out his approbation,
Released him, as my story tells,
And found a supper somewhere else.

— WILLIAM COWPER.

William Cowper, the author of this poem, lived in England over one hundred years ago. He was educated for a lawyer, but cared more for books and for his friends than for his profession. While recovering from a serious illness, he went to live with some friends in the country, and spent much of his time out of doors in the garden, tending flowers, studying nature, and writing poetry. *The Nightingale and the Glow-worm* is one of the best of his short poems.

Tell, in your own words, the story of this poem.

Find the meaning of these words: *crop, intent, harangued, minstrelsy, approbation, eloquent, oration.*

Memorize the poem.

71 REVIEW

What is a paragraph?

Write two paragraphs about what you did in school yesterday.

Write three rules for the use of capital letters.

What is a vowel?

What is a syllable?

Write a sentence, using the word *sit*.

What is a monosyllable?

What is a word of three syllables called? A word of four syllables?

Write a sentence containing the word *set*.

72. PICTURE STUDY

Imagination

Study the picture on the next page.

Compare the background with that in other pictures of outdoor scenes that you have noticed.



How does it differ?

Describe the boat briefly.

In a few simple words, tell of its position.

Do you see anything unusual in the manner of steering? If so, imagine how the rudder came to be replaced by the oar. Why is this oar bent? Why should the man handling it be standing?

How many oars do you see? How many men should there be? Can you find them all?

Give one word to indicate the condition of the water. Do you think that the boat is on the ocean or on a smaller body of water? Why?

Have these men escaped from some shipwrecked steamer, or are they fishermen caught in a storm? Perhaps they are life-savers.

Imagine one of the above situations, and after you have answered the previous questions orally, *write the story of what this picture means to you*. Add to your story by imagining whether these men are successful or not.

Give the picture a name that will indicate the main thought of your story.

73. SUFFIXES

faithful

careful

thoughtful

sorrowful

harmful

painful

Name the roots in this list. Are there any prefixes? Where is the syllable *ful* placed?

In the Latin language, *sub* (sometimes changed to *suf*) means *under* or *after*; therefore, we call a syllable placed *after* a root, a **suffix**.

Learn this definition: —

A **suffix** is one or more syllables placed after a root to change its meaning.

Notice how *ful* is spelled when it is used as a suffix. What does the suffix *ful* mean? Which pupil in the class can make the longest list of words with the suffix *ful*?

Copy on paper the following quotations, and underline the words that have prefixes or suffixes: —

Thou comest not when violets lean
O'er wandering brooks and springs unseen.

—BRYANT.

For plowing in the salt sea field
It would have made the boldest shudder;
Untarred, uncompassed, and unkeeled,
No sail — no rudder.

—THOMAS CAMPBELL.

Comfort have thou of thy merit,
Kindly, unassuming spirit.

—WORDSWORTH.

And Death, whenever he comes to me,
Shall come on the wild, unbounded sea.

—CORNWALL.

Note to the teacher: The suffixes *less*, *er*, *en*, *ness*, *ar*, *ling*, *ship*, *dom*, *let*, etc., may be taught in a manner similar to the above.

74. DERIVATIVES

You have learned :

1. That a root may be a word by itself, or that it may be the most important part of another word.

2. That a prefix may be placed before a root, thus forming a new word.

3. That a suffix may follow a root, thus forming a new word.

A word made by uniting with a root a prefix or a suffix, or both, is said to be *derived* from the root, and hence it is called a **derivative word**, or simply a **derivative**.

Think of a root that may have both a prefix and a suffix.

Make a list of as many roots as you can, that may have both a prefix and a suffix. Put a single short line under the prefixes, and two short lines under the suffixes.

In your list of words, what do you call the part of the word that is not underlined?

75. THE WORD *AWFUL***Exercise to Fix a Correct Language Form**

Is the word *awful* a root or a derivative?

What is the root of the word? What does *awe* mean?

What is a suffix?

What is a derivative?

Anything is awful when it gives a feeling of awe, dread, horror, or fear.

Read the following sentence:—

The howls of the wolf were awful.

Awful is the proper word to be used in this sentence, because the howls of the wolf fill a listener with a feeling of horror or dread.

Tell why awful is used in each of the following sentences:—

1. The flashes of lightning were awful.
2. I read about that awful shipwreck.
3. The eagle descending upon the sleeping child was an awful sight.
4. The cries of the drowning man were awful.

Never use the word *awful* to mean *very*, or *extremely*, or *exceedingly*.

Supply the proper words in these sentences:—

1. This candy is — good.
2. He is a — bright boy.
3. I am — late.
4. She is a — pretty girl.
5. I am — sorry.
6. It is — good of you.
7. Little Red Riding Hood had an — kind grandmother.

Oral Work

Give a dozen sentences in which the word awful is used properly.

Written Work

Write five sentences in which the word awful is used properly.

76. HOMONYMS

In the following sentences, fill the blanks from the list of homonyms below:—

1. Andrew — across the river, then — down the — to his home.
2. The fault is — mine.
3. The bishop is a — man.
4. The ship sailed — through the —.
5. The dog wagged his — when the — was told.
6. It is wrong to — anything.
7. — pens are made in Pittsburg.
8. I am not — when I — carelessly.
9. He stood on his — and performed a wonderful —.

right, not wrong.

write, to form letters.

steal, to take without permission.

steel, refined iron.

tale, a story.

tail, the end.

straight, not crooked.

strait, a narrow body of water.

holy, sacred.

wholly, entirely.

rowed, did row.

road, a way.

rode, did ride.

feet, more than one foot.

feat, an exploit.

77. WHAT I DID AT RECESS TO-DAY

Reports made by Pupils

1

When I had my recess to-day, I played tag. When the bell rang, I came into school.

2

At recess I was talking with Sam Ernst. It was so cold I could not stand still. John Randall came up and said,

"You can't catch me." I chased him around the schoolhouse three times, and when I caught him I was hot.

3

I played tag with Sandy Kelly. His name is John, but we call him Sandy. When he was "It," I fell down and he fell over me.

I saw a puddle of water. There was ice on it, and I said to myself, "Oh, that makes me think, there'll be skating soon." I saw frost on a window, and on the fence.

4

I did not play anything at recess. I stood beside the fence and watched the other boys.

5

Frank Curtis and I stood in the corner of the school yard by the elm tree to-day at recess. Three boys were playing "Police." One would be a policeman and the others would run out. Then the policeman would run after them. The first one caught would have to be policeman next. Three sparrows perched on the lowest branch of the elm tree. A red automobile went by so fast I could hardly see it.

6

To-day at recess most of the boys played tag, some played "Police," and some played "Storm the Castle." There were others who did not want to play. They stood in the sun by the fence. I played around the maple tree by the iron fence. A blind boy stood by the corner of the schoolhouse. Joseph Dennett led him out and led him in again when all the others had filed in. There is a school for little boys and girls in the other side of the yard. They have their recess before we do. The girls sometimes sing when they play games. They scream, and they make more noise than the boys.

Do you think these exercises were written by boys or by girls? Why?

Which reports are not interesting?

Can you give the reason?

Which one do you consider the most interesting?

Which one shows that the writer has made the best use of his eyes?

In which one is some color mentioned?

Why are some reports so much longer than others?

The writers of 1 and of 6 had the same length of recess, but evidently the best player was the best writer.

After you return from recess to-day, be prepared to *write about what you saw at recess.*

While you are out of doors, look at the sky.

Look at the clouds, if there are any.

Look at the trees.

Listen, and think about the different sounds that you hear.

Look for bright colors.

Notice what is going on outside the school yard.

Notice what the other children are doing.

Try to see something that no one else will be likely to notice.

Write only about what you actually saw, or about what actually happened.

Note to the teacher: This lesson should be repeated during the year. Choose days when the conditions are varied: fall, winter, spring, a warm day, a frosty day, a windy day, or just before or after a storm. The object of these lessons is to train the children to observe, and to tell about their experiences freely and spontaneously.

Written Exercises

1. Write about what you did in school one afternoon.
2. Write some conversation that you heard on your way to school, or in the school yard.
3. Write about a rainy day, or a snowstorm.
4. Write about learning to row, or to skate, or to swim, or to darn stockings, or to make buttonholes.
5. Write about a camping trip.
6. Write about a corn roast, or a clambake, or about making candy.

78. PARAGRAPHING

In writing a composition, the paragraphs making up the entire composition should be carefully thought out.

A plan of each paragraph in regard to its topic, its completeness, and its unity should be made. Keep strictly to this plan. After each paragraph is written, read it over carefully. Ask yourself these questions: Have I written about my topic? Have I written *all* that is necessary on this topic? Have I introduced any sentence that does not bear directly on my topic?

If a due amount of care is given to the making of each paragraph, it must follow that the entire composition will show the result.

Suppose you are to *write a composition on this subject* —

My Room

Plan the topic for each paragraph as follows: —

1. Location.
2. Size and shape.

3. Doors, windows, and closets.
4. The floor, bare or carpeted.
5. The walls and ceiling.
6. The furniture.

Having selected the topic for each paragraph, try to *determine what is best to be written about each topic*. Perhaps what you have to say will *answer the following questions*: —

1. In what part of the house is your room? Is it up one flight of stairs? Does it have the morning sun or the afternoon sun?

2. Is it a large room? What is its shape? Do the eaves slope so that the sides are low?

3. How many doors are there in your room? How many windows? Are the panes of glass large or small? Is there a closet, and is it large or small?

4. Is there a carpet or a rug on the floor? If so, what color is it?

5. Are the walls of your room papered? Are there some pictures on the walls? If so, tell something about one or two of them.

6. Are there some chairs, a bed, a table, and a desk? Are there some books on the table, or on a shelf, or in a bookcase?

79. REVIEW

What things are personified in the following extracts? With what kind of letters do the personified words begin?

Nor shall your glory be forgot
While Fame her record keeps,
Or Honor points the hallowed spot
Where Valor proudly sleeps.

—O'HARA

O Time and Change! — with hair as gray
As was my sire's that winter day.

— WHITTIER.

I wonder what the Clover thinks,
Intimate friend of the Bobolinks,
Lover of Daisies slim and white,
Waltzer with Buttercups at night;
Keeper of Inn for traveling Bees,
Serving to them wine drugs and lees,
Left by the Royal Humming-birds,
Who sip and pay with fine-spun words;
Fellow with the lowliest,
Peer of the gayest and the best;
Comrade of winds, beloved of sun,
Kissed by the Dewdrops one by one;
Prophet of Good-Luck mystery
By sign of four which few may see.

— SAXE-HOLM.

What is personification ?

In the last extract, what is meant by *drugs and lees* ?

What is the meaning of *Prophet of Good-Luck mystery* ?

Did you ever find a four-leaf clover ?

Are four-leaf clovers plentiful ?

80. WRITTEN EXERCISES FROM A PICTURE

The following exercises were written by pupils about your age. *Make your exercise better than these.*

1

The big turkey looks just as if he owned everything he could see. He has all kinds of colors in his feathers and he

has a lot of black and white ones behind his legs. He is quite fat, but his head is small and red. Turkey chickens are much smaller. They are long and slender, and their feathers are nearly black. One turkey has his tail feathers spread out like a fan, but the other one has its tail feathers in a bunch like a wet paintbrush.

— RAYMOND R.

2

The turkey gobbler is very useful at Thanksgiving and Christmas. He is a proud bird and holds his head high as if he thought he was the handsomest bird in the barnyard. He has a pretty tail.

Turkey chickens stay around their mother. Sometimes foxes catch them.

Did you ever see a turkey gobbler? I have one at home. When I tease him he runs out his tongue and runs after me. Sometimes when he is cross he chases my bantams and pulls out a feather. This is true, because I have seen him do it.

— FLORENCE B.

Describe what you see in the picture on page 126.

Try to keep in mind this fact: if you do your work well, the *reader* of your description will be *interested*.

81. IMAGINATION

1. *Imagine that you are an eighteen-pound turkey living on a farm in Vermont, or Virginia, or Indiana. Write all about yourself, telling about the farm, your companions, your life, and how you feel just before Thanksgiving.*

2. *Write an imaginary history of the turkey you had for your Thanksgiving dinner; of the one that Tom Beach had at the Salvation Army dinner.*



3. Farmer Richardson had an order for Tim, his finest gobbler. The day after Thanksgiving, Tim was strutting about the farm as usual. *Tell how it happened.*

4. Mr. Hurd cuts down Christmas trees for the market. Two spruce trees grew side by side on his farm. One was cut the week before Christmas and the other was left standing. *Imagine that you are one of these trees, and that you are writing your history on New Year's Day.*

82. INCIDENT OF THE FRENCH CAMP

Study of a Poem

You know we French stormed Ratisbon:
A mile or so away,
On a little mound, Napoleon
Stood on our storming-day;
With neck outthrust, you fancy how,
Legs wide, arms locked behind,
As if to balance the prone brow,
Oppressive with its mind.

Just as perhaps he mused, "My plans
That soar, to earth may fall,
Let once my army leader Lannes
Waver at yonder wall," —
Out 'twixt the battery smokes there flew
A rider, bound on bound
Full galloping; nor bridle drew
Until he reached the mound.

Then off there flung in smiling joy,
 And held himself erect
 By just his horse's mane, a boy:
 You hardly could suspect—
 (So tight he kept his lips compressed,
 Scarce any blood came through)
 You looked twice ere you saw his breast
 Was all but shot in two.

"Well," cried he, "Emperor, by God's grace,
 We've got you Ratisbon!
 The marshal's in the market place,
 And you'll be there anon
 To see your flag bird flap his vans
 Where I, to heart's desire,
 Perched him!" The chief's eye flashed; his plans
 Soared up again like fire.

The chief's eye flashed; but presently
 Softened itself, as sheathes
 A film the mother eagle's eye
 When her bruised eaglet breathes:
 "You're wounded!" "Nay," his soldier's pride
 Touched to the quick, he said:
 "I'm killed, sire!" And, his chief beside,
 Smiling, the boy fell dead.

— ROBERT BROWNING.

Read the poem silently.

On a map of Germany, find the town of *Ratisbon*.
 What two countries were at war with each other?
 Who commanded the French army?
 Do you think that the person who is telling this
 story belongs to the French or to their opponents?
 Why?

Have you ever seen a picture of Napoleon that answers the description given of him in the first stanza? If so, tell the class about it.

Stand in front of the class in such a way that your classmates will know that you are representing Napoleon's attitude on the *little mound*.

Why did Napoleon stand so far away from his army? Would you not suppose that the commander would be in the midst of his men, urging them on to victory?

What was the method of the French army in capturing Ratisbon?

Give three synonyms for *mused*.

To whom had Napoleon intrusted the leading of the army?

Try to read the last four lines of the second stanza in such a way as to make your classmates imagine that they can see the rider galloping swiftly.

What do you call such a word as *'twixt*?

State the reason why the boy clung to the horse's mane in order to stand *erect*.

Give a synonym for *ere*.

Name one of Napoleon's titles.

What good news had the boy come to tell Napoleon?

What is the meaning of the line, *The marshal's in the market place*?

Do towns in our country have a market place?

Do you think that the army really had a flag bird?

What does the boy mean when he speaks of the

flag bird *perched* in the market place? Have you ever been to a military parade and seen our flag bird?

Why does the poet compare Napoleon to an eagle?

Why was the boy's pride *touched to the quick* when Napoleon asked if he were wounded?

Can you tell why the boy fell dead *smiling*?

What do you think of the boy? Give three words that describe him.

Ask your teacher to read to you a brief account of Napoleon's life.

Draw upon the blackboard, with colored chalk, a picture to represent the ideas expressed in the first three stanzas.

Draw another picture illustrating the last stanza.

Write an imaginary conversation between the boy and the officer who sent him with the message to Napoleon.

Memorize this poem and learn to say it with such expression that the attention of your listeners will be held.

Copy the poem into your notebook.

Ask your teacher to read to you another of Browning's poems, called *Home Thoughts from Abroad*.

83. YES AND NO

1. "Did you ride to school to-day, John?" inquired Mr. Roberts.

2. "No, I walked to school to-day."

3. "Have you read Kipling's latest poem?" asked Mr. Brown.

4. "Yes," replied Julia, "I read it last summer."
5. "Did you like the story?" "Yes."
6. "Will you read it again?" "No."

The words **Yes** and **No**, when used in answering questions, are followed usually by a comma.

Sometimes the words *Yes* and *No* do the work of an entire sentence. Then they should be followed by the mark with which the sentence is closed.

Read carefully the above sentences. Give a reason for each mark of punctuation used.

In the last two sentences, why are *Yes* and *No* followed by a period?

Punctuate correctly these sentences:—

1. Yes I came home Wednesday
2. The boys all cried out No school to-day
3. No I have not lost my sled
4. Have you seen Mary No
5. No man can serve two masters
6. Will you call at my house to-morrow
7. Yes

84. THE WONDERFUL WEAVER

There's a wonderful weaver
 High up in the air,
 And he weaves a white mantle
 For cold earth to wear.
 With the wind for his shuttle,
 The cloud for his loom,
 How he weaves, how he weaves,
 In the light, in the gloom.

Oh, with finest of laces,
 He decks bush and tree;
 On the bare flinty meadows
 A cover lays he.
 Then a quaint cap he places
 On pillar and post,
 And he changes the pump
 To a grim silent ghost.

But this wonderful weaver
 Grows weary at last;
 And the shuttle lies idle
 That once flew so fast.
 Then the sun peeps abroad
 On the task that is done,
 And he smiles: "I'll unravel
 It all, just for fun."

— GEORGE COOPER.

Commit to memory the above poem.

85. REVIEW

Sentences

We have learned that some sentences make statements, others ask questions, some give commands or make requests, while others exclaim about something. These sentences have names according to their different uses.

A declarative sentence declares or states something.

An interrogative sentence asks a question.

An imperative sentence expresses a command or makes a request.

An exclamatory sentence expresses surprise, joy, grief, or some other strong emotion.

Learn the definitions of these four different kinds of sentences.

Tell whether each of the following sentences is declarative, interrogative, imperative, or exclamatory, and give your reasons : —

1. Do not hunt for the ball.
2. Call the children.
3. Come early to-morrow.
4. Have you read Dr. Joy's letter?
5. What a large hat Mary wears!
6. Who is the king of England?
7. Forgive my unkind words.
8. George V (the Fifth) is the king of England.
9. William H. Taft was elected president of the United States.

Give five examples of each kind of sentence.

Written Work

Write three examples of each kind of sentence.

86. BROKEN QUOTATIONS

1. "Louise," inquired Mrs. Drew, "have you seen Sally to-day?"
2. "No, mother," replied Louise, "but I saw her yesterday."
3. "Rain, rain!" exclaimed Dr. Valentine, "how tired I am of seeing it rain!"

Read these sentences. What words do you find inclosed in quotation marks?

In the first sentence, who is speaking?

Why is the word *Louise* inclosed in quotation marks?

In the second sentence, who is speaking?

Why is the word *Louise* not inclosed in quotation marks in this sentence?

In the last sentence, what words are not inclosed in quotation marks?

Name the words in these three sentences that interrupt, or *break*, the direct quotation.

In the quotation, notice that the word immediately following the interruption begins with a **small letter**; this fact is often overlooked by children.

A broken quotation is a quotation that is interrupted by a statement that does not form a part of the quotation.

Rewrite the first sentence so that all the words quoted will come together.

Where should the question mark be placed in your sentence?

What punctuation mark should follow the name *Drew* in your sentence?

Have you used as many quotation marks as the sentence contained before you rewrote it?

Rewrite, in a similar manner, the remaining sentences, and give your reasons for any changes that you may make in punctuation. Why are broken quotations used? What is the difference between a broken and an undivided quotation?

87. BRING AND TAKE

Exercise to Fix a Correct Language Form

Walter asked his teacher if he might *take* home his reading book.

She said that he might *take* it home.

We use the word *take* when we speak of carrying a thing *away* from the place where we are at the moment.

That night Walter said to his mother, "My teacher let me *bring* my reading book home to-night."

The next morning, when Walter arrived at school, his teacher asked him if he had *brought* his book to school.

Walter said that he had *brought* it.

We use the words *bring* and *brought* when we speak of fetching a thing *toward* the place where we are at the moment.

Write five questions asking your teacher if you may take home five different things.

EXAMPLE. — May I take home my pencil?

Write five questions asking your teacher if you may bring certain things to school.

EXAMPLE. — May I bring my bicycle to school?

Fill in these blanks :—

Eleanor is going to see her aunt. She is going to—her some delicious cake, and some flowers. Her aunt will be pleased to have Eleanor—her the cake and the flowers; perhaps she will give her some candy to—home.

May I—this book to my mother?

John will— a letter to the office and— back an answer.

88. LETTERS

Read this letter aloud: —

HAMPTON, August 15, 1852.

MY DEAREST MOTHER: —

Clough has been with us for the last few days in Wales; he is likely to go to America in the autumn to try his fortune there as tutor. You will receive this, my dearest mother, on the morning of your birthday. Accept every loving and grateful wish from a son to whom you have been such a mother as few sons have. The more I see of the world, the more I feel thankful for the bringing up we had, so unworldly, so sound, so pure. God bless you, my dear mother, and believe me,

Your truly affectionate child,

MATTHEW ARNOLD.

Who wrote the letter?

Matthew Arnold, the son of Dr. Thomas Arnold, the famous teacher of Rugby, was a noted English author. When you are older, you will enjoy reading some of his works.

Did you enjoy reading this letter? Why? Did you notice that Matthew Arnold writes to his mother, not in a stiff, set fashion, but as if he were *conversing* with her? Why is it that some people write such interesting letters, while others can write only tiresome ones?

Read the following letter, which is from a girl ten years old. She is obliged to stay in the city all summer, and is writing to her intimate friend who is spending two weeks with her aunt in the country.

638 WALNUT STREET,
PHILADELPHIA, PENN.,
July 14, 1904.

DEAR FLORA:

Probably at this very moment you are having a delightful ride in your aunt's comfortable carriage along some cool, shady road, while I am sitting on our warm front piazza with the sun streaming in on me.

Your last letter made me long to be with you, but I feel that mama needs me here with her. It was so thoughtful of you to send her that box of pretty ferns; she says, "Tell Flora that they actually made me think I was in the country."

I am glad, Flora, that you are enjoying your visit, but I shall be glad to have you at home again.

Your loving friend,
SELMA BARNARD.

Why should Flora enjoy this letter?

Reread Selma's letter and find out—

1. Whether she thought of Flora as though she were speaking to her.
2. Whether she told her little items of news in a pleasing way.
3. Whether she told her friend pleasant things and did not dwell upon disagreeable subjects.

Selma, being obliged to stay in the hot, dusty city with her sick mother, did not have many interesting things to write about, but does her letter have a mournful, disconsolate tone?

In writing a letter, remember these four suggestions:—

1. Be natural; that is, write as you would talk.
2. Try to fill your letter with pleasant, entertaining thoughts.

3. Consider what will interest your correspondent. Some friends might wish to hear about your school work, or your games, or your parties, while others might wish to know of your music lessons, etc.

4. Show an interest in your correspondent by asking her a few questions about herself and her home.

Copy the suggestions above into your notebook, and then try to remember and to use them.

From your own address, write a letter to Elsie Fields, who lives in a little country town where you spent last summer. Imagine that she wrote you last month, telling about the good times in her town, skating, coasting, tobogganing, but said that she was obliged to remain indoors with a sprained ankle.

Tell her about your dancing school, music lessons, or an afternoon at a moving picture show. Express a sympathetic interest in her affliction. When the letter is finished, see if you have covered the four suggestions mentioned above.

When writing to members of your family or to intimate friends, tell them all the little "everyday" happenings that you and they would enjoy talking over if you were together.

If you express yourself naturally, your letter will be readable. Remember that a well-written letter is a compliment to the receiver.

89. HINTS ON LETTER WRITING

Young children are obliged to write on ruled note paper. Children should learn as soon as possible to write on *unruled* note paper.

White note paper always is considered to be in good taste. Black ink is preferable to that of any other color.

Until you have had considerable experience in letter writing, it is advisable for you never to mail a letter written by yourself, until some one else has read it. A misspelled word, careless writing, or incorrect punctuation may give the receiver of your letter an unfavorable opinion of you.

Questions

1. When may a one-cent stamp be used on an envelope?
2. When should a letter be left unsealed?
3. Would it be proper to send to a friend a letter with a one-cent stamp on the envelope? Why not?
4. Why is the postage on newspapers and on magazines cheaper than on letters?
5. Try to find out when envelopes were first used.
6. How were letters written and folded before envelopes were used?
7. Ask your teacher to what class of mail matter letters belong; to what class newspapers belong.
8. When mailing a package, why is it desirable to write your name and address in the upper left-hand corner?
9. What stamp is required on a letter sent to Great Britain? To Germany? To France?
10. What is meant by the *franking* privilege?

90. OBSERVATION

Subjects for Written Exercises

1. *Describe what you saw in a store window.*
2. *Describe some object, as a live bird, or a flower that has been brought into the schoolroom.*
3. *Describe some building, garden, playground, grove, or field, in or near your town, and see how many of your classmates recognize it from your description.*
4. *Describe an animal.* Let ten children in turn read their descriptions without naming the animals, while the others write the names from the descriptions.
5. Try the same game, *describing flowers, fruits, or vegetables.*
6. Mrs. Bond ordered half a peck of ripe tomatoes this morning. The grocer's boy accidentally dropped a hot red pepper among them.
Write what may have happened at Mrs. Bond's house, as the outcome of this mistake.

91. LETTER WRITING

1. Imagine that you are visiting in London with your father. You are staying at the Hotel Cecil. *Write a letter to a friend, telling him about your trip over on the steamer.*
2. *Write a letter to your uncle, thanking him for your Christmas gift, which was a book. Also tell*

him about the new roller skates that you received last week.

3. *Write a letter from your home address, to your teacher, telling her that you are confined to the house with a severe cold, and asking her if she will send you a book to read.*

4. Mr. R. L. Morse lectured on Brazil at your school last week. *Write him a letter, telling him how much you enjoyed the lecture.*

5. *Write a letter to Lucy Barnes, one of your classmates, who is ill with rheumatic fever in the hospital.*

Envelopes

Address an envelope to—

1. Amy Fields. Her home is in Chester, Pennsylvania, on Route No. 3, of Rural Free Delivery.

2. Dr. Charles H. Bemis, 15 Oak Avenue, Charleston, South Carolina.

3. Miss Lucy Lowe, 91 Rock Road, Boston, Massachusetts.

4. Mrs. A. L. Snow, Franklin Academy, Rochester, New York.

5. Charles O. Schultz, a clergyman, living in the town of Gainsville, Mississippi.

Note to the teacher: Selections from the above topics may be made whenever letter writing is the language work for the day.

92. HOMONYMS

In the following sentences, fill the blanks from the list of homonyms below:—

1. The girl with the — of water looks —.

2. The boy will — the sled to the new —.

3. Emma will — — well that you cannot see the —
4. The farmer will — the seed.
5. It will — like winter when the snow falls.
6. — of our pupils — a prize.
7. "Let the dead Past — its dead."
8. The rose is my favorite —.
9. — is made from wheat.
10. Do not — the ribbon, tie it around your —.
11. What — grows in the meadow ?

hall, a passageway ; a large
room.

haul, to drag or to draw.

pail, for water, etc.

pale, white.

waist, part of the body.

waste, to destroy.

flower, a blossom.

flour, ground grain.

bury, to put under the ground.

berry, a small fruit.

one, a number.

won, gained.

sew, with a needle.

so, in this way.

sow, to scatter, as seed.

seem, to appear.

seam, a joining together.

93. REVIEW

What is a broken quotation ?

"I would rather be right than be President," said Henry Clay.

What kind of quotation is in the above sentence ?

Write it in the form of a broken quotation.

What is the difference in the meaning of the two words *bring* and *take* ?

Write a sentence, using correctly the word *bring*. Write another, using correctly the word *take*.

What constitutes the heading of a letter ? The salutation ? The conclusion ? The superscription ?

94. NEW YEAR'S DAY

Conversation

Why do we call the first day of January, New Year's Day? Can you remember anything that you did last New Year's Day?

Have you ever heard the expression, "Watching the Old Year out and the New Year in"? What does the expression mean? Have you ever seen a picture representing the Old and the New Year?

Some people make good resolutions on the first day of the year.

Do you think it a good plan to wait for any particular day on which to make a good resolution?

Write *to-day* five good resolutions.

Ring out, wild bells, to the wild sky,
 The flying cloud, the frosty light:
 The year is dying in the night;
 Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
 Ring, happy bells, across the snow:
 The year is going, let him go;
 Ring out the false, ring in the true.

* * * * *

Ring in the valiant man and free,
 The larger heart, the kindlier hand;
 Ring out the darkness of the land,
 Ring in the Christ that is to be.

— ALFRED TENNYSON.

What do the asterisks between the second and third stanzas mean?

95. THE CHINESE LILY**Observation****The Bulb.**

1. Tell what you know about this bulb.
2. Cut it open and tell about the inside, and how it is formed.
3. Compare it with other bulbs, such as the tulip, the hyacinth, the crocus, and the snowdrop.

The Plant.

Describe the plant at different stages of its growth, and when it is in bloom.

Imagination

The bulb was imported probably from China.
Write an imaginary history of the bulb.

Experience

1. *Write an experience that you have had in gardening, or in raising a plant of some kind.*
2. Describe some garden that you have seen.
3. Tell what you saw in a hayfield during the haying season.
4. If you had a garden, what would you plant in it?

Note to the teacher: The pupil should be allowed to select an experience from the above subjects.

In case the Chinese lily bulb is not available, the tulip bulb or the hyacinth bulb may be used instead.

96. AN UNFINISHED STORY

May was a little girl eight years old. She lived out West in one of the inland states. She had never seen the ocean. One day the little girl's aunt came to visit her. She showed May some pretty pink and white shells. May thought them very beautiful. "Put one up to your ear and listen," said Auntie. "I hear a ringing sound," said May. "What is it?" "Some people think that it is the sound of the sea," replied Auntie. "That is not true, however. Should you like to hear the real sound of the sea?" she asked, noticing her niece's wistful glance. "Oh! indeed, I should like to go to the seashore," said May. "Well," said her aunt, "I have a surprise for you. When I return to the East, in a few weeks, I will take you with me. We will go to a little farmhouse near the ocean, and there you may hear the sound of the sea all day long."

In a few weeks, May and her aunt took a train and traveled many miles until they reached the farmhouse near the ocean.

Finish the story, using some of the following words:—

seashells	rocked	crags
sand	calm	low tide
crabs	clear	high tide
jellyfish	whitecaps	clams
sea gulls	row	clambake
sandpipers	sail	picnic
seaweed	paddle	oars
placid	wade	ripples
rough	lighthouse	swim
fishing boats	fishermen	boat
high wind	breakers	waves
roar	rocks	surf
foam	pebbles	green

97. THE SEA

A Poem

Read:—

The sea, the sea, the open sea,
 The blue, the fresh, the ever free;
 Without a mark, without a bound,
 It runneth the earth's wide region round;
 It plays with the clouds, it mocks the skies,
 Or like a cradled creature lies.
 I'm on the sea, I'm on the sea,
 I am where I would ever be,
 With the blue above and the blue below,
 And silence wheresoe'er I go.
 If a storm should come and awake the deep,
 What matter? I shall ride and sleep.

I love, O, how I love to ride
 On the fierce, foaming, bursting tide,
 Where every mad wave drowns the moon,
 And whistles aloft its tempest tune,
 And tells how goeth the world below,
 And why the southwest wind doth blow!
 I never was on the dull, tame shore
 But I loved the great sea more and more,
 And backward flew to her billowy breast,
 Like a bird that seeketh her mother's nest,—
 And a mother she was and is to me,
 For I was born on the open sea.

The waves were white, and red the morn,
 In the noisy hour when I was born;
 The whale it whistled, the porpoise rolled,
 And the dolphins bared their backs of gold;

And never was heard such an outcry wild,
As welcomed to life the ocean child.
I have lived since then, in calm and strife,
Full fifty summers a rover's life,
With wealth to spend, and a power to range,
But never have sought or sighed for change:
And death, whenever he comes to me,
Shall come on the wide, unbounded sea!

— BARRY CORNWALL.

98. WANDER AND WONDER

Exercise to Fix a Correct Language Form

“I wandered by the brookside,
I wandered by the mill;
I could not hear the brook flow,
The noisy wheel was still.”

What does it mean to *wander* by the brookside or by the mill?

Have you ever wandered along a brook, or through the woods, or along the beach?

Do people walk quickly or slowly when they wander? Tell three things that you have seen as you wandered through the woods.

There was once a man who loved to get away from cities, and towns, and people, and to *wander* through the woods and meadows, finding the wild flowers, watching the animals and birds, and listening to the wind murmuring through the trees. All these things were his friends. His name was Henry David Thoreau, and he lived in Concord, not far from Boston. His house was in the woods near a beautiful sheet of water called Walden Pond.

Here is a little stanza about a man who had *wandered* far from his home:—

“I’ve wandered east, I’ve wandered west,
Through many a weary way.”

Tell in your own words what it means to *wander*.

Write on a slip of paper the meaning of the word wander.

Once, far over the ocean, in England, lived a boy named Moses. Moses was sent by his father to sell his colt at a fair. He was gone so long that his father and mother *wondered* what could have kept their son so long as it was then almost nightfall.

Have you ever *wondered* about anything?

Tell in a good sentence what you have *wondered* about.

Did you ever wonder—

What the moon is made of?

What makes the sea salt?

Where the fairies lived?

What does it mean to *wonder*?

Write on the other side of your slip of paper the meaning of the word wonder.

Write five sentences, telling of things you wondered about when you were a little child.

You see that the words *wander* and *wonder* have very different meanings. They look very much alike, however, and we always have to look at the

second letter to see whether the word is *wander* or *wonder*.

Think carefully before you *answer these two questions*:—

Do your feet *wonder* or *wander*?

Does your mind *wonder* or *wander*?

99. SAINT VALENTINE

Oral and Written Exercise

Ask your teacher to tell you:—

1. Who St. Valentine was. When he lived. In what city he lived. How he died. What a martyr is.

2. What valentines are. Why we send them. On what day we send them.

Is February fourteenth the date of St. Valentine's death or of his birth?

Write about St. Valentine, using the above suggestions as topics.

100. THE MOUNTAIN AND THE SQUIRREL

A Fable

The Mountain and the Squirrel

Had a quarrel,
And the former called the latter "Little Prig";

Bun replied,

"You are doubtless very big;

But all sorts of things and weather

Must be taken in together,

To make up a year

And a sphere.

And I think it no disgrace
 To occupy my place.
 If I'm not so large as you,
 You are not so small as I,
 And not half so sry.
 I'll not deny you make
 A very pretty squirrel track;
 Talents differ; all is well and wisely put;
 If I cannot carry forests on my back,
 Neither can you crack a nut."

—RALPH WALDO EMERSON.

Read the above fable. What did the mountain call the squirrel? Do you know the meaning of the word *Prig*? Should you feel offended if some one called you a prig? Why? What reply did the squirrel make to the mountain? What is meant here by the word *sphere*? What word means the opposite of the word *sry*?

Explain these lines:—

I'll not deny you make
 A very pretty squirrel track;

What are *talents*? How could a mountain carry a forest on its back? Do you think the squirrel might have been gathering nuts near the mountain when they began to quarrel? Did the squirrel mean to teach the mountain that small things are quite as useful as large ones? Was it proper for the squirrel to praise himself so much when he answered the mountain? Have you ever read the fable of *The*



Lion and the Mouse? If you have not, ask your teacher to tell it to you. Do you see any connection between this fable in poetry and the other fable in prose? Does the squirrel in the picture look like a quarrelsome little animal?

Write a short story about the quarrel between the mountain and the squirrel, telling how you think it began, who was the more to blame, and with which one you agree.

101. THE BOASTFUL RAT

Reproduction

A large camel was once passing through a village. Everybody ran to admire the animal; seeing which, a rat came out of his hole and said: "Those people are foolish; what can they find to admire in that ugly beast? His neck is too long, and his ears are too short. Look at that big hump on his back! I am surprised at the stupidity of these men and women. I can boast of being far handsomer. My head, eyes, and ears are fitted exactly to the size of my body. Indeed, I can't help thinking that I am very beautiful." He would have said more, but a cat came along just then and convinced him in a moment that it would have been better to be a camel.

— LA FONTAINE.

Why did people run to admire the camel?

Give three words that describe the rat's speech.

Why would it have been better, when the cat appeared, for the rat to be a camel?

Ask your teacher to read you another fable written by La Fontaine.

Rewrite the story, using the following topics: —

1. The camel's appearance.
2. His admirers.
3. The rat's speech.
4. The cat's prey.

102. REVIEW

Emmet A. Wilson has been graduated from Harvard Medical School. Write a sign for him.

A letter is directed to Topeka, Kansas, United States of America. What abbreviations may be used?

A little girl ended her letter thus — Post Script: I have no more to say at present.

What abbreviation could she have used?

Do you like the ending of her letter? Why not?

I wish to address a letter to Reverend Jeremiah Collis Denton. What word may I abbreviate?

Alton A. Camdon has the same name as his father. How should a letter to each be addressed?

103. WRITTEN EXERCISES

It is very important that you should use your eyes and ears, and notice what is going on about you.

1. Give two reasons why you should be a good observer.

2. *Write your observations about a fire.*

Experience

1. *Write what you saw and heard and thought, when you woke up in the night, or this morning, and found that it was raining.*

2. *Write what you saw on your way to school this morning in the rain.*

3. *Write about some incident that is connected with a rainy day.*

Imagination

There are umbrellas with patent catches. They go up and down very easily when you understand about them; but if you were to use one for the first time, you might be unable to close it without assistance.

Suppose that Mr. Bricket called at your house last night and left his umbrella with a patent catch. If your father or your brother or your sister had hurried off in the rain this morning and had taken Mr. Bricket's umbrella by mistake, *write what might have happened*. Try to make your incident amusing without having it silly, improbable, or *exaggerated*.

Note to the teacher: This exercise should be written on a rainy day.

104. THE BLUE AND THE GRAY

Study of a Poem

Read the poem:—

By the flow of the inland river,
 Whence the fleets of iron have fled,
 Where the blades of the grave-grass quiver,
 Asleep are the ranks of the dead,—
 Under the sod and the dew,
 Waiting the judgment day:
 Under the one, the Blue;
 Under the other, the Gray.

These, in the robings of glory ;
Those, in the gloom of defeat ;
All, with the battle blood gory,
In the dusk of eternity meet, —
Under the sod and the dew,
Waiting the judgment day :
Under the laurel, the Blue ;
Under the willow, the Gray.

From the silence of sorrowful hours
The desolate mourners go,
Lovingly laden with flowers,
Alike for the friend and the foe, —
Under the sod and the dew,
Waiting the judgment day :
Under the roses, the Blue ;
Under the lilies, the Gray.

So, with an equal splendor,
The morning sun-rays fall,
With a touch impartially tender,
On the blossoms blooming for all, —
Under the sod and the dew,
Waiting the judgment day :
'Broidered with gold, the Blue ;
Mellowed with gold, the Gray.

So, when the summer calleth,
On forest and field of grain,
With an equal murmur falleth
The cooling drip of the rain, —
Under the sod and the dew,
Waiting the judgment day :
Wet with the rain, the Blue ;
Wet with the rain, the Gray.

Sadly, but not with upbraiding,
 The generous deed was done;
In the storm of the years that are fading
 No braver battle was won, —
 Under the sod and the dew,
 Waiting the judgment day:
 Under the blossoms, the Blue;
 Under the garlands, the Gray.

No more shall the war cry sever,
 Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead, —
 Under the sod and the dew,
 Waiting the judgment day:
Love and tears, for the Blue;
Tears and love, for the Gray.

—FRANCIS MILES FINCH.

Name the war fought between the Northern and Southern people of our country about fifty years ago.

Of what color were the uniforms of the Northern soldiers. Of the Southern soldiers?

For some time after the war, there was much bitter feeling on both sides, but as the years went by, both Northerners and Southerners became more forgiving.

In many states, a day is set apart for the decoration of the graves of the brave soldiers who lost their lives in the Civil War. Flowers are strewn and flags placed on the mounds in memory of the noble deeds of the dead heroes. This day is called "Decoration Day," or "Memorial Day."

Mr. Finch, who wrote *The Blue and the Gray*, was at one time visiting in Columbus, Mississippi, on Decoration Day. There he saw the Southern women decorating the graves of both Northern and Southern soldiers. The tender act made him think how the old, bitter feelings, brought about by the war, were fast vanishing, and how the new spirit of love for *all* who lost their lives in the great struggle was taking its place.

He went home to New York and wrote this beautiful poem.

What is meant by the title of this poem ?

In the second stanza, which line refers to the Northern soldiers ? Which line to the Southern soldiers ?

Why should the laurel be over the *Blue*, and the willow over the *Gray* ?

What is the meaning of the word *desolate* ? Of *impartially* ? Of *sever* ?

Commit to memory your favorite stanza.

Look up the life of the author.

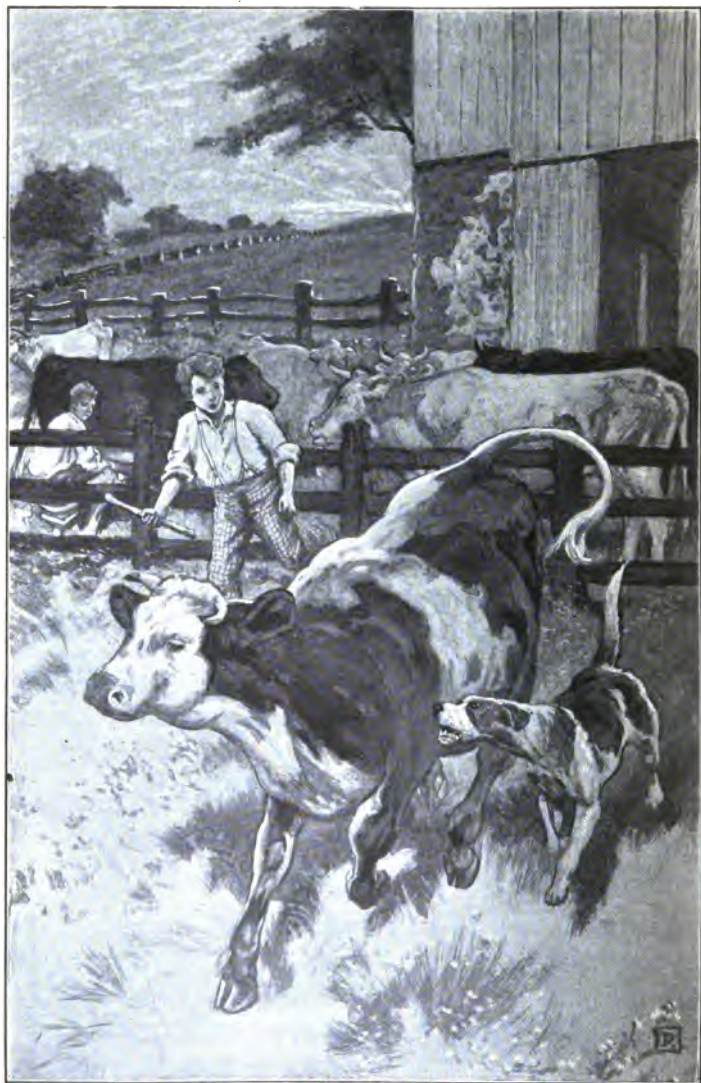
Try to find another poem dealing with some phase of the Civil War.

105. PICTURE STUDY

Oral and Written Practice

Study the picture on page 158.

Describe the cow. What is she doing ? From whom is she running ? Have you any idea why the cow should wish to escape ? Does she look well fed ? Study the land in the picture. Does it seem to make a good pasture ? Why ? Describe the boy.



Do you think that he will catch the cow more quickly by using the cudgel that he carries, or by using kind words to her, or by trying to tempt her with some grass or hay? How would you attempt to catch her? Did you ever try to catch a runaway horse with a little grain in a dish? If so, tell the class about the experience.

Notice the cows in the background of the picture. How do they differ from the runaway cow?

Write a paragraph telling something about the cow.

Write another describing the boy.

Write a third paragraph telling the story suggested by the picture.

Give synonyms for the words *escape*, *cudgel*, *pasture*.

Use some of these words in your story :

peaceful, level, excited, angry, milkmaid, spotted, raced, fat.

106. COULD HAVE, NOT COULD OF

Exercise to Fix a Correct Language Form

Imagine that a kind fairy gave you ten silver dollars. Possibly she slipped them under your pillow when you were asleep. Perhaps you took a car, went to town, and entered a wonderful toy shop. Room after room was full of fascinating toys. There were engines in which one could really get up steam, footballs, boats of all kinds, sets of carpenter's tools, bicycles, printing presses, and even toy automobiles that one could speed around the room. On one shelf were checkerboards, ping-pong sets, and tennis rackets.

There were dolls of every description with clothes that could be put on and taken off, doll houses, doll carriages, tiny stoves in which a fire could be built, little tea-sets, big return balls, Teddy bears, jackstones, and jump ropes.

After you had looked at all the toys and found out their prices, think what you could have bought with your ten dollars.

Name in separate sentences half a dozen things that you could have bought.

EXAMPLE. — I could have bought a bicycle.

If you had entered a fruit and candy store instead of a toy store, *name in separate sentences four things that you could have bought with a tenth of your money.*

107. A RAINY DAY

Observation

Look at the sky and think about it.

Shut your eyes.

Can you think just how it looks?

Can you tell about it so that others may know just how it looks?

Now look at the rain.

Notice the form of the drops.

Are they large or small?

Are they near together or some distance apart?

Do they come down vertically or obliquely?

Look at the trees; at their leaves, their branches, and their trunks.

Have you noticed the waterspouts and the roofs of the buildings?

See how the rain comes against the windows.
 Look at the sashes ; at the window sills.
 Look out into the school yard.
 Open the window and listen.
 Now close the window and listen again.
 Is it a shower, a light rain, or a heavy storm?
 Do you think it will rain much longer ? Why ?

Use some of the following words in your conversation : —

dripping	gushing	dropping
dashing	rushing	trickling
splashing	oozing	pattering

Note to the teacher : This may be an oral lesson, the pupils answering each question in turn ; or the questions need not be answered, but used only as a means of directing the study and observation of the pupils. The second way results in more thoughtful observation and in more independent thinking.

108. IMAGINATION

Using the following topics as a guide, write a short story : —

1. The new boat.
2. The start for a sail.
3. A pleasant trip.
4. A floating bottle sighted.
5. Its capture.
6. Breaking open the bottle with note inclosed.
7. Contents of the note.

Choose a title for the story.

Have you used all the topics ?

Is your story the best one that you can write? Is it good enough to read aloud before the members of the sixth grade? If so, ask your teacher to permit you to read it to them.

109. REVIEW

1. Use correctly the word *awful* in two sentences.
2. Use the words *wander* and *wonder* in the same sentence.
3. Write three sentences in each of which you ask a favor of your teacher.
4. Write the answers to the three questions that you asked your teacher. Explain your punctuation.
5. Write a short paragraph about the last thunder shower that you remember, using the words *awful* and *wonder*.
6. Use in sentences the following words:—

sow, sew, flour, haul, won.

Dictation

1. "I wandered lonely as a cloud."
2. Could Napoleon have escaped from the island of St. Helena?
3. No, he could not have escaped unless the English had failed in their duty.
4. The Mammoth Cave of Kentucky fills every beholder with wonder.
5. "Circumstances!" exclaimed Napoleon, "I make circumstances!"

110. HOMONYMS

In the following sentences, fill the blanks from the list of homonyms below:—

1. The bishop wears a —.
2. The laundress will — the clothes.

3. There was a — in his eye.
4. They sat in the last — of seats.
5. After I did the —, my mother gave me — cherries
6. Last — I saw a little bird that was too — to fly.
7. The bell — when the king died.
8. I — my sister the story.
9. A robber was — into prison.
10. Queen Victoria sat upon a —.
11. The — man wishes to be admired.
12. The — on the church points to the east.
13. The. — in his hand was swollen.

tear, water from the eye.

tier, a row.

vain, fond of praise.

vane, a weathercock.

vein, a bloodvessel.

thrown, cast.

throne, a royal seat.

ring, a circle.

wring, to twist.

told, did tell.

toll, did toll.

weak, feeble.

week, seven days.

some, a part.

sum, amount.

111. THE SUGAR CAMP

The Paragraph — Topics

Read the story: —

I think there is no part of farming the boy enjoys more than the making of maple sugar; it is better than "blackberrying" and nearly as good as fishing.

* * * * *

In my day, maple-sugar making used to be something between picnicking and being shipwrecked on a fertile island, where one saved from the wreck, tubs, and augers, and great kettles, and pork, and hens' eggs, and rye-and-Indian bread, and began at once to lead the sweetest life in the world.

I am told that it is the custom now to collect carefully the sap and bring it to the house, where there are built brick arches, over which it is evaporated in shallow pans, and that pains are taken to keep the leaves, sticks, and ashes and coals out of it, and that the sugar is clarified.

* * * * *

As I remember the New England boy, he used to be on the alert in the spring for the sap to begin running. I think he discovered it as soon as anybody. Perhaps he knew it by a feeling of something starting in his own veins,—a sort of spring stir in his legs and arms, which tempted him to stand on his head or throw a handspring, if he could find a spot of ground from which the snow had melted.

The sap stirs early in the legs of a country boy and shows itself in uneasiness in the toes, which get tired of boots and want to come out and touch the soil just as soon as the sun has warmed it a little.

The country boy goes barefoot just as naturally as the trees burst their buds, which were packed and varnished over in the fall to keep the water and the frost out.

Perhaps the boy has been out digging into the maple trees with his jackknife; at any rate, he is pretty sure to announce the discovery as he comes running into the house in a great state of excitement with "sap's runnin'!"

And then, indeed, the stir and excitement begin. The sap buckets, which had been stored in the garret over the woodhouse, are brought down and set out on the south side of the house and scalded. The snow is still a foot or two feet deep in the woods, and the ox sled is got out to make a road to the sugar camp.

It is a great day when the cart is loaded with the buckets and the procession starts into the woods. The sun shines into the forest, for there are only naked branches to bar it, and the snow is soft and beginning to sink down, leaving the young

bushes spindling up everywhere. The snowbirds are twittering about, and the noise of shouting and of the blows of the ax echoes far and wide.

In the first place, the men go about and tap the trees, drive in the spouts, and hang the buckets under. The boy wishes that sometime, when a hole is bored in a tree, the sap would spout out in a stream, as it does when a cider barrel is tapped; but it never does, it only drops, sometimes almost in a stream, but on the whole, slowly.

Then the camp is to be cleared of snow. The shanty is covered with boughs. In front of it, two great logs are rolled nearly together, and a fire is built between them.

Forked sticks are set at each end, and a long pole is laid on them, and on this are hung the great kettles. The huge hogs-heads are turned right side up and cleaned out to receive the sap that is gathered.

The great fire that is kindled up is never let out, night or day, as long as the season lasts. Somebody is always cutting wood to feed it; somebody is busy most of the time gathering in the sap; somebody is required to watch the kettles that they do not boil over and to fill them.

— CHARLES DUDLEY WARNER.

Notice the different groups of sentences — some longer than others — that break the page.

What is each group called?

Observe the position of the first word in each paragraph.

Consult your dictionary to find the difference between a *verse* and a *stanza* of poetry.

Find a poem in your reader to see if you observe anything peculiar in the manner in which some verses are indented.

Make a topic for each paragraph of the story of The Sugar Camp.

Could the following topics be used for the first four paragraphs of this story ?

A boy's favorite part of farming.

What sugar making was when I was a boy.

What sugar making is now.

My remembrance of the New England boy.

Note to the teacher : Pupils should be given considerable drill in finding the central thought in a number of paragraphs. *The Sugar Camp* may be made very useful for this purpose.

112. A BABY'S HANDS

A Poem

Read and memorize : —

A baby's hands, like rosebuds furled,
 Whence yet no leaf expands,
 Ope if you touch, though close upeurled, —
 A baby's hands.

Then, even as warriors grip their brands
 When battle's bolt is hurled,
 They close, clenched hard like tightening bands, —
 A baby's hands.

No rosebuds yet by dawn impearled
 Match, even in loveliest lands,
 The sweetest flowers in all the world, —
 A baby's hands.

— ALGERNON CHARLES SWINBURNE.

113. THE KING OF THE BIRDS**Oral Reproduction and Dramatization**

Once upon a time, a bear and a wolf were walking together through the woods.

"Listen!" said the bear. "What bird is that I hear singing?"

Now the bird was really a little wren, but the wolf thought that he would try to tease and deceive the bear, so he replied: "That is the king of birds. We must be very humble and treat him very respectfully."

"Is that the king of birds?" said the bear. "I have, for many years, wished to see the home of a king. Will you show me his house?"

"Oh, wait until the queen comes home," said the wolf.

Soon the mother wren came along, bringing food for the baby wrens.

"The king did not choose a very pretty mate," said the bear. "Now take me to their home."

But the wolf refused. "No," he said, "let us wait until the king and queen have flown away from the nest."

When the father and mother wrens flew away, the bear climbed up to peep into the nest, where he saw five baby wrens.

"Do you call this a king's house?" he cried to the wolf. "Why, it is nothing but a mass of mud and grass. In it are five ugly things with large, wide mouths and no feathers."

The young wrens heard and were very angry. "We are not ugly," they cried, "and our home is beautiful. You will have to beg our pardon for your rude speech."

The bear laughed scornfully and went away.

When the big wrens got home, the little ones told them of the bear's rudeness. "We will not eat a thing, not even a butterfly's wing, until the bear is punished," they cried. "He called us ugly and said that our home was nothing but a mass of mud and grass."

"Do not fret, my dears," said the father wren, "the bear shall be punished." Then he flew to the bear's den and said: "Old Bruin, how dare you show so little respect to a wren! You shall suffer for this! Prepare for war!"

Then the bear called to his aid all the beasts of the wood, — the wolf, the deer, the fox, and many others. The wren gathered to his side all the winged creatures, — birds, great and small, bees, flies, gnats, and many others.

The smallest of the gnats was sent to find out the bear's plans. He hid under a leaf where he could see and hear without being seen.

"Lion, you are the king of beasts, so you shall lead in the fight," he heard the bear say.

"Good!" cried the lion, "but we have no flag. What shall we use in its place?"

No one seemed able to answer this question.

"Well," said the lion, "I have a beautiful mane, and, when I hold my head high, all may see it. Let us say that I will carry my head high as long as everything is going well, then you must all advance. But if I lower my head, run away as quickly as possible."

The gnat flew back and told what the lion had said.

"Ah!" said the wren, "so this is the plan! Brother Wasp, when the battle begins, fly to the lion. When he raises his head, sting it with all your might."

The next day, the battle began. The bear had gathered together so many beasts that the ground shook beneath their mighty and terrible tread. The flying things buzzed, and squawked, and darkened the air like a thundercloud.

The lion now wished to have the beasts march forward, so he raised his great head in order that the bushy mane could be seen by all. At once the wasp stung him so that he jumped high into the air and roared with pain. But still he held his head high.

A second time the wasp stung him. It hurt so that he was

obliged to lower his head, but he raised it again. When the wasp stung him a third time, he could stand it no longer. He lowered his head and ran away as fast as he could go.

When the beasts saw their leader fleeing, they were sure that they had been defeated. They ran into the bushes, and up the trees, and into the water to hide. And so the birds won the battle.

The father wren flew to his nest.

"Be happy, my children," he said. "Eat and drink, for we have won the day."

"No!" said the wrens, "we will not eat nor drink till the bear comes and begs our pardon."

The father wren flew to the bear's den. "Old Bruin," he cried, "unless you wish to fight again, come and beg my children's pardon."

The bear was much frightened at the thought of another war.

"I will come at once," he said humbly. Then he crawled to the wren's nest and begged pardon for his rude speech. Now the baby wrens were quite happy. They ate, and drank, and were merry the livelong day.

— Adapted from GRIMM'S *Fairy Tales*.

Dramatize this story.

114. PEACE

Study of a Poem

Read the following poem:—

The grass is green on Bunker Hill,
The water's sweet in Brandywine;
The sword sleeps in the scabbard still,
The farmer keeps his flock and vine;
Then who would mar the scene to-day
With vaunt of battle field or fray?

The brave corn lifts in regiments
 Ten thousand sabers in the sun ;
 The ricks replace the battle tents,
 The bannered tassels toss and run.
 The neighing steed, the bugle's blast,
 These be but stories of the past.

The earth has healed her wounded breast,
 The cannons plow the field no more ;
 The heroes rest! O let them rest
 In peace along the peaceful shore!
 They fought for peace, for peace they fell;
 They sleep in peace, and all is well.

Lo! Peace on earth. Lo! Flock and fold.
 Lo! Rich abundance, fat increase,
 And valleys clad in sheen of gold.
 O rise and sing a song of peace!
 For Theseus roams the land no more,
 And Janus rests with rusted door.

— JOAQUIN MILLER.

What was the condition of the grass at *Bunker Hill* on June 17, 1775?

On September 11, 1777, a battle was fought at *Brandywine* Creek. Locate this creek on a map of Pennsylvania. Explain the second verse of the first stanza.

What is a *scabbard*?

What verses of the first stanza present the clearest picture of peace to you?

What is the meaning of the word *vaunt*?

Notice that in the second stanza certain words are

used to give the thought of war, and other words to bring the joys of peace to your mind. Mention the words that indicate scenes of war.

Illustrate, with colored chalk, upon the blackboard, as much of the second stanza as you can.

Explain the first two verses of the third stanza.

Name at least two heroes of the Revolutionary War.

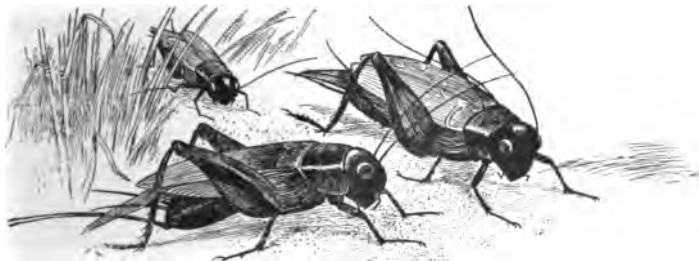
What effect does peace have upon the agricultural districts of a country?

Ask your teacher to tell you about *Theseus* and *Janus*, and to explain the meaning of the last two verses.

Memorize the poem.

115. THE CRICKET

Observation and Oral Practice



Have you ever seen a cricket?

What color is it?

About how long is it?

Should you call the cricket fat or thin?

Look carefully at the head. Notice the feelers. Are they as long as, or longer than, the body. For what purpose do you suppose these feelers are used? What shape are the eyes? Should you call them large or small?

Observe the wings. How many pairs are there? When the inner wings are folded, notice how far out beyond the body they reach. How many pairs of legs has a cricket?

Did you ever hear a cricket sing or chirp? What kind of sound does it make?

In France, the children think that it is crying *cri-cri* (they pronounce the cry *cree-cree*), and we call it *cricket* for this reason. In Spain, the boys and girls put the crickets in little cages that they may hear their cheerful songs.

Did you ever hear or read how the cricket makes his little song? When we sing, we use our mouths and throats, but the cricket uses neither of these. Near the place where the right outer wing, or wing cover, joins the body, the cricket has a little thin drumhead for his music. Under his left wing cover he has three strong veins. The largest of these is rough, and he uses this as one uses the bow of a violin. He draws his bow over the drumhead on his right wing cover, and all the cover quivers and shakes, giving out a sound just as the violin does when the bow is drawn across its strings.

Catch a cricket and then make a little house or cage for it. Keep it in the schoolroom and watch it carefully. Notice what it likes to eat and to drink, and what its habits are.

Read the following poem : —

My Serenade

I have a cavalier,
At dusk he draweth near,
 To wait outside my wicket,
I hear him draw his bow,
He playeth soft and low,
 Hid in the maple thicket.

The listening leaves are stirred,
The dreaming flowers have heard
 His strain from out the meadow,
The broad moon, white and still,
Climbeth the dusky hill,
 The mists dance in the shadow.

My faithful cavalier,
At dusk he draweth near,
 To wait outside my wicket,
I hear him draw his bow,
He playeth soft and low,
 My dusky little cricket!

— *Selected.*

116. ALMOST AND MOST

Exercise to Fix a Correct Language Form

Read aloud the following sentences : —

1. The mirror is *almost* clean.
2. Are we *almost* there ?
3. I *almost* dropped the plate.
4. The child walked *almost* a mile.

Read aloud each sentence, omitting the italicized word. Notice that the thought, in each sentence, is

changed by the omission of the word *almost*, and explain the changes.

In the first sentence, with *almost* omitted, the thought is that the mirror is free from all dust or dirt. It is clean. With *almost* used, the thought is that it is *nearly* free from dust or dirt. It is *nearly* clean. Treat each of the other sentences in the same way.

We find that **almost** means *nearly*.

Read aloud the following sentences :—

1. *Most* boys like football.
2. *Most* large rivers flow slowly.
3. The poor boy received the *most* praise.
4. Iron is the *most* useful of the metals.

In the first sentence, what word is used to show the greatest number? In the second sentence?

What does *most* denote in the third sentence? In the fourth sentence?

We find that **most** is used to mean *the greatest number, the greatest amount, or the greatest degree*.

These two words, *almost* and *most*, are entirely dissimilar in meaning. Care should be taken that one is not used for the other.

Almost should be used to mean *nearly*. *Most* never should be used to mean *nearly*.

Read aloud the following sentences, filling each blank with the proper word (almost, most) :—

1. Winter is — here.
2. It requires — two yards of cloth for each dress.
3. The dog is the — faithful of animals,

4. My work is — finished.
5. — all the children are going to the entertainment.
6. — of the Indians have high cheek bones and straight black hair.
7. Of all jewels, the diamond is the — precious.

Written Exercise

Write a short story, using almost and most correctly.

117. DR. WELLS AND THE TOAD

A Letter

Dr. Wells was a very kind man. He was walking in his garden one morning, when he saw a boy stooping down and watching something on the ground. As he came nearer, he saw that the boy was the son of one of his gardeners; but what he was doing, he could not make out. So he walked up to the boy and said, "What are you doing?" The boy looked up. "I am feeding my toad," he said; "they are going to send me away to school, and I am afraid it will die." "Never mind the toad," said the doctor; "go to school, and I will take care of it." He afterwards wrote a letter to the boy at school, to tell him that the toad was quite well.

Imagine that you are the doctor. Write a letter to the boy, telling him of the toad's condition, its habits, and any other matters of interest concerning it. Write also the boy's reply.

118. ABBREVIATIONS

M.D., Doctor of Medicine.

U.S.A., United States of America.

P.S., Postscript.

Supt., Superintendent.

Rev., Reverend.

Jr., Junior.

Esq., Esquire.

Sec., Secretary

Learn the above abbreviations. Learn to spell the words for which they are used.

On some doctors' signs, you will find the abbreviation *Dr.* placed *before* the name, and on others, the letters *M.D.* *after* the name. *Mr.* is an abbreviation that is placed *before* a man's name; *Esq.* is an abbreviation sometimes used *after* a man's name.

Two titles meaning the same thing *should not be used together* with the same name; use either title, not both.

Dictation

1. Dr. Oliver Wendell Holmes died in Boston, Mass.
2. E. Edward Burkman, M.D., was consulted.
3. I addressed the letter to Robert Brown, Esq.
4. Rev. Henry O. Wilson has written a book.
5. The letter was sent to Mr. U. S. Grant, Jr., Atlanta, Ga., U.S.A.
6. He signed the letter, Horace A. Smith, Sec.
7. One session of school is ordered for to-day.

JOHN M. WADE,
Supt. of Schools.

119. NOUNS

From the following selection, choose all the words that are the names of persons, places, and things.

Voyagers upon the western Florida coast had ascended Mobile Bay and found the Indians wearing gold ornaments. It was accordingly thought that there might be another Mexico in that direction, and, in 1528, Panfilo de Narvaez started with four ships and four hundred men to explore these coasts.

The expedition became scattered; Narvaez and many of his men were drowned at the mouth of the Mississippi River; others reached the shore and were captured by the Indians.

— JOHN FISKE.

Rule three columns upon a sheet of paper.

PERSONS	PLACES	THINGS

From the following list, select the words that are the names of persons, places, and things, and place them under the proper headings on your ruled paper:—

Columbus	Queen Isabella	ornaments
birds	barbarous	landed
compass	sailor	and
Atlantic Ocean	water	America
running	Spain	upon

The name of a person, place, or thing is called a noun.

1. *Write a list of ten nouns, naming ten girls.*
2. *Name ten nouns that are the names of things.*
3. *Write the names of five places.*

120. USE OF THE DICTIONARY

Certain signs, or marks, are used in the dictionary to denote the different sounds of the letters, and to show upon what syllable the accent should fall. You

have met before, on page 31, two of these marks, the *macron* and the *breve*. Now let us go a step further, and learn how —

1. to find words promptly ;
2. to pronounce them accurately ;
3. to divide them into syllables ;
4. to spell them correctly ;
5. to choose their proper synonyms.

First, and above all, *you must know the alphabet*, not only “from A to Z,” but you must know the *order* of the letters; that is, whether a letter goes before or follows another letter. The letter *m* may stand for the middle of the alphabet; if you are to find a word that begins, perhaps, with the letter *f*, you should not turn to the back part of your dictionary, nor to the middle of it, but you should know instantly that a word beginning with the letter *f* will be found, probably, in the first quarter of the book. In this way you need waste no time in searching a hundred pages away from the one you are seeking.

Suppose your word begins with the letter *s*; it will be found beyond the center of the book toward the third quarter.

Place your dictionary on your desk. Who can find *l* first? Try *d*, *r*, *i*, *t*, *p*.

In the dictionary, the words are arranged in alphabetical order; this is true not only of the first letter of a word, but of all its letters. For example: *leap*

comes before *learn*; *learn* comes before *leave*, because, although the first three letters of the two words are alike, the fourth letter of *learn* comes before the fourth letter of *leave*.

The words at the top of the page help us to find the word we are looking for. If it is the word *learn*, we turn to the pages where the words begin with *l*. Then we look for the words whose first and second letters are *le*. Next we look for *lea*, and so on. If we come to a page with *lax* at the top of the first column, and *leave* at the top of the second, we know that *learn* must be on that page, because *learn* comes after *lax* and before *leave* for the reason given above.

Draw a plan of a page upon the blackboard or on paper.

LAX	LEAVE
lax	leak
l.....	l.....
l.....	l.....
l.....	leap
l.....	l.....
l.....	l.....
lead	learn
l.....	l.....
l.....	l.....
l.....	l.....
league	leave

1. Fill in the blanks on page 179 with as many words arranged in alphabetical order as you can, without the aid of the dictionary.

2. Make a similar plan of another page, the top word in the first column being *fade*, and that in the second, *faith*. Fill the first column with as many words as you can.

3. Arrange alphabetically the words in your spelling lesson.

4. Put all words of one syllable in a column by themselves.

5. Put dissyllables in a second column.

6. Put trisyllables in a third column.

121. USE OF THE DICTIONARY (*continued*)

Look up the word *diphthong*.

Write a list of diphthongs.

What is this mark (') called? What is its use?

Look up the following words in the dictionary and notice where the accents are placed:—

influence	almond	elm
address	athletic	ally
exquisite	column	detail
pretty	mischievous	recess

With your dictionaries closed, *copy the above words, placing the accent mark over the proper syllable in each.* Does a word of one syllable need any accent mark?

Turn back to page 57, and review what you learned about the use of the hyphen.

What is a syllable? Is it ever correct to divide a syllable? What is a vowel? Name the vowels.

We often look up a word to find its meaning. After the word, we find the abbreviation for *synonym* written *Syn.* What is a synonym? "Did you *injure* your finger?" Find the italicized word in the dictionary. Which of the synonyms given may be used in place of the word *injure*? You should select the synonym that will express best the meaning in the sentence you are using.

Find in your dictionary the word *chain*. You will notice that it is followed by the letter *n.*, and reading further, you may find *pl.* Are *n.* and *pl.* abbreviations? How do you know? Of what words are they abbreviations? As you advance in the use of the dictionary, you will observe after some words *v.t.*, or *adv.*, or *adj.*, or other letters. *Try to discover, without being told, the meaning of these abbreviations.*

Rewrite the following sentences, using synonyms for the italicized words: —

1. The boy's *bravery* was rewarded.
2. A *strange* looking parcel was left at the door.
3. Do you enjoy reading the lives of *famous* men?
4. The *boy* was *disconsolate* when he heard that he could not go to the *circus*.
5. The *doctor* *responded quickly* to the call.
6. He *bought* an *abandoned* farm that he *exchanged immediately* for a house in a *suburb*.

122. SINGULAR AND PLURAL NOUNS

Read the following words:—

tulip bird desk house girl street

When you read the word *tulip*, how many tulips do you think of? How many streets does the word *street* stand for? When a word stands for one person, place, or thing, we say that it is in the **singular number**.

Choose from this list the words that are in the singular number:—

egg	pencil	kites	feet
lamp	coat	cent	kitten
barrel	book	children	dollars

Make a list of ten words that are in the singular number.

Read these words:—

carpets tomatoes hats foxes pictures boxes

Do these words suggest one of each kind, or more than one? How do you know that these words are not in the singular number? What letter is added to the word *carpet* to make it mean two or more carpets? What letters are added to the word *fox* to form a word meaning two or more foxes?

When a word stands for two or more persons, places, or things, it is in the **plural number**.

State two ways of changing words from the singular to the plural form. Give examples of each way.

Write the plural form of these words :—

floor	paper	building	watch
recess	muff	clock	church
turkey	grass	potato	finger

Write the plural, directly under the singular, of each of the following nouns, then draw a line through the letters that are alike in the singular and the plural forms :—

EXAMPLE.—

	betty	fifty	
	betties	fifties	
lady	fairy	duty	geography
baby	daisy	cry	dandy
lily	fly	kitty	sky

You will see by the examples that the letter *y* in the singular forms is changed to *i* in the plural, and then *es* is added.

Look in the dictionary to find out the plural form of each of the words in the list.

You will find that in all these words the *y* is changed to *i* and *es* is added to form the plural.

How do you form the plural of the words below ?

day	monkey	boy	journey
-----	--------	-----	---------

Why is it that the plurals of *monkey* and *daisy* are not formed in the same way ?

Let us study the two words *daisy* and *monkey*.

What is the final letter of each word ?

What letter immediately precedes *y* in the word *daisy* ? Is the letter *s* a vowel or a consonant ? What

letter immediately precedes *y* in the word *monkey*?
 What kind of letter is *e* (see page 30)?

When final *y* is preceded immediately by a consonant, how is the plural formed?

When final *y* is preceded immediately by a vowel, how is the plural formed? Prove this rule by forming the plural of several other nouns ending in *y*.

Learn these rules:—

Words ending in *y* preceded by a vowel, add *s* to the singular to form the plural.

Words ending in *y* preceded by a consonant, change *y* to *i* and add *es* to form the plural.

Explain these two forms, *gypsies* and *gypseys*.

123. ABOUT ANGELS

Oral Reproduction

Read this story:—

“Mother,” said the child, “are there really angels?”

“The Good Book says so,” said the mother.

“Yes,” said the child; “I have seen the picture. But did you ever see one, mother?”

“I think I have,” said the mother; “but she was not dressed like the picture.”

“I am going to find one!” said the child. “I am going to run along the road, miles, and miles, and miles, until I find an angel.”

“That will be a good plan!” said the mother. “And I will go with you, for you are too little to run far alone.”

“I am not little any more!” said the child. “I have trousers; I am big.”

"So you are!" said the mother. "I forgot. But it is a fine day, and I should like the walk."

"But you walk so slowly, with your lame foot."

"I can walk faster than you think!" said the mother.

So they started, the child leaping and running, and the mother stepping out so bravely with her lame foot that the child soon forgot about it.

The child danced on ahead, and presently he saw a chariot coming toward him, drawn by prancing white horses. In the chariot, sat a splendid lady in velvet and furs, with white plumes waving about her dark hair. As she moved in her seat, she flashed with jewels and gold, but her eyes were brighter than her diamonds.

"Are you an angel?" asked the child, running up to the chariot.

The lady made no reply, but stared coldly at the child. Then she spoke a word to her coachman, and he flicked his whip, and the chariot rolled away swiftly in a cloud of dust, and disappeared.

The dust filled the child's eyes and mouth, and made him choke and sneeze. He gasped for breath, and rubbed his eyes; but presently his mother came up, and wiped away the dust with her blue gingham apron.

"That was not an angel!" said the child.

"No, indeed!" said the mother. "Nothing like one!"

The child danced on again, leaping and running from side to side of the road, and the mother followed as best she might.

By and by the child met a most beautiful maiden, clad in a white dress. Her eyes were like blue stars, and the blushes came and went in her face like roses looking through snow.

"I am sure you must be an angel!" cried the child.

The maiden blushed more sweetly than before. "You dear little child!" she cried. "Some one else said that, only last evening. Do I really look like an angel?"

"You are an angel!" said the child.

The maiden took him up in her arms and kissed him, and held him tenderly.

"You are the dearest little thing I ever saw!" she said. "Tell me what makes you think so!" But suddenly her face changed. "Oh!" she cried. "There he is, coming to meet me! And you have soiled my white dress with your dusty shoes, and pulled my hair all awry. Run away, child, and go home to your mother!"

She set the child down, not unkindly, but so hastily that he stumbled and fell; but she did not see that, for she was hastening to meet her lover, who was coming along the road. . . .

The child lay in the dusty road and sobbed, till his mother came along, picked him up, and wiped away the tears with her blue gingham apron.

"I don't believe that was an angel, after all," he said.

"No!" said the mother. "But she may be one some day. She is young yet."

"I am right!" said the child. "Will you carry me home, mother?"

"Why, yes!" said the mother. "That is what I came for."

The child put his arms round his mother's neck, and she held him tight and trudged along the road, singing the song he liked best.

Suddenly he looked up in her face.

"Mother," he said; "I don't suppose you could be an angel, could you?"

"Oh, what a foolish child!" said the mother. "Who ever heard of an angel in a blue gingham apron?" and she went on singing, and stepped out so bravely on her lame foot that no one would ever have known she was lame.¹

—LAURA E. RICHARDS.

Retell this story in your own words.

¹From *The Pig Brother and Other Fables*. Copyright, 1910, by Little, Brown, and Company.

124. HOMONYMS

Fill the blanks, in the following sentences, from the list of homonyms below :—

1. There is a new — in our church.
2. She intends to — her dress.
3. I walked down the shady —.
4. He has — down on the couch.
5. The grass is covered with —.
6. The gas bill is —.
7. Have you seen my new — coat?
8. A — tree fell across the road.
9. He slipped and fell on the —.
10. It is not polite to — at people.
11. I will try to — your burden.
12. Elizabeth always learns her —.
13. My bark glides — the water.
14. He was stroke — in the Harvard crew.
15. The miners found a quantity of —.

alter, to change.

altar, a place of sacrifice.

oar, a paddle.

ore, metal mixed with some other substance.

o'er, over.

lessen, to make smaller.

lesson, something to learn.

stare, to gaze.

stair, a step.

fir, a tree.

fur, soft coat of an animal.

dew, moisture from the air.

due, owing.

lain, reclined.

lane, a narrow road.

125. POSTAL CARDS AND POST CARDS

Do you know that there is a difference between a *postal* card and a *post* card?

Postal cards are issued by the United States gov-

ernment. They are entitled to all the privileges of letters, except that in case they cannot be delivered they are not returned to the sender.

A *post card* is a *private* mailing card. Any person may make and mail a post card, provided certain directions established by the government are observed. Why are postal cards and post cards often used instead of letters?

Would it be courteous to give or to accept an invitation on a post card? Why does a person often sign his initials instead of his full name to a message on a post card?

When is it proper to use a *return postal card*? Could you make and send a *return post card*?

Is it correct to speak of a picture postal card? Why not? Why do people use so many picture post cards in the summer? Have you a collection of post cards? Are there any foreign post cards in your collection? If so, where were they mailed? What kinds of stamps do you find on them?

Could you send your picture on a post card to a friend? Have you ever made any post cards? Did you mail them?

How long and how wide may a post card be? Upon how much of its front surface may a message be written?

What is the difference between a postal card and a post card? *Make a post card, write a cheerful message on it, and send it to a friend.*

126. COMMON AND PROPER NOUNS

Read this sentence:—

1. A man sailed up a river on a steamboat.

Do you know the name of the man?

Can you tell what river is meant?

Does the sentence tell the name of the steamboat?

Of the many men, and rivers, and steamboats that exist, is any particular man, or river, or steamboat mentioned?

What do you call the words *man*, *river*, and *steamboat*?

Such a word as *man*, or *river*, or *steamboat* is the common or general name applied to each object of a class, or it is a common noun.

A name that may be applied to any one of a class of persons, places, or things, is called a common noun.

Now, if *particular* names were substituted for the *common* nouns in the above sentence, it might read:—

2. Robert Fulton sailed up the Hudson on the *Clermont*.

Is *Robert Fulton* the name of a particular person?

Is the word *Hudson* a common name for rivers, or is it a particular name?

Are all steamboats named the *Clermont*, or does this name refer to one particular boat?

Compare the first sentence with the second sentence.

In the second sentence, the names are all *particular* or *special*, and are called **proper nouns**.

A name that may be applied to a particular person, place, or thing, is called a proper noun.

On page 102, *select the common nouns and tell why they are common.*

On the same page, *treat the proper nouns in a similar manner.*

127. ENCELADUS

Study of a Poem

Read the following poem :—

Under Mount Etna he lies,
It is slumber, it is not death;
For he struggles at times to arise,
And above him the lurid skies
Are hot with his fiery breath.

The crags are piled on his breast,
The earth is heaped on his head;
But the groans of his wild unrest,
Though smothered and half suppressed,
Are heard, and he is not dead.

And the nations far away
Are watching with eager eyes;
They talk together and say,
"To-morrow, perhaps to-day,
Enceladus will arise!"

And the old gods, the austere
Oppressors in their strength,

Stand aghast and white with fear
At the ominous sounds they hear,
And tremble, and mutter, "At length!"

Ah me! for the land that is sown
With the harvest of despair!
Where the burning cinders, blown
From the lips of the overthrown
Enceladus, fill the air.

Where ashes are heaped in drifts
Over vineyard, and field, and town,
Whenever he starts and lifts
His head through the blackened rifts
Of the crags that keep him down.

See, see! the red light shines!
'Tis the glare of his awful eyes!
And the storm-wind shouts through the pines
Of Alps and of Apennines,
"Enceladus, arise!"

—HENRY W. LONGFELLOW.

Upon what island is *Mount Etna*? Is it an active volcano to-day? Do you remember the awful calamity that befell Messina, a town in Sicily, on December 28, 1908? If you cannot recall it, ask your teacher to tell you about it.

Some of the boys and girls who lived in Italy many centuries ago believed that under Mount Etna there was imprisoned a mighty giant named *Enceladus*.

Draw upon the blackboard, with colored chalk, a sketch to represent the scene described in the first stanza.

Give a synonym for *lurid*.

Quote from the second stanza two lines which suggest that Etna is an active volcano.

Why did the old gods *stand aghast and white with fear*?

In reading aloud the last stanza, try to make your listeners imagine Mount Etna in eruption.

Memorize the poem.

128. REVIEW

Dictation

1. The sailor said that the coral came from the Mediterranean Sea.

2. Professor Ralton looked at the specimen critically and then remarked, "It is indeed very beautiful."

3. The clover said to the daisy, "You are taller than I."

4. "That may be true," modestly answered the daisy, "but you have more friends than I."

5. The boy sank beneath the waves crying, "Save me!"

6. Dr. Clark said that the boy was drowned while swimming in the lake.

7. "To-morrow will be St. Valentine's Day," repeated the child's mother.

Name the proper nouns in the above sentences, and write them in a column.

Name the common nouns and write them in a column.

Are the common nouns singular or plural?

How do you form the plural of the word *daisy*?

129. LEAVE AND LET

Exercise to Fix a Correct Language Form

LEAVE

Read the following sentences: —

1. Did you leave the paper at the right house?
2. I will leave you at the corner.
3. Please leave this letter at Mary's house.
4. When do you leave St. Louis?

Leave may mean *to allow to remain*. In which of the above sentences has *leave* this meaning?

Leave means also *to go away from*. In which sentences has *leave* this meaning?

LET

Read the following sentences: —

1. Please let me take your pencil.
2. Let me carry your basket.
3. Will your mother let you play in the park?
4. The teacher refused to let them go before four o'clock.
5. I will let you take my skates.

Let means *to permit* or *to allow*. Show that *let* has this meaning in the above sentences.

Read the following sentences, filling each blank with the proper word (let, leave):—

1. Did you — your book at home?
2. Please — me out at the North Station.
3. Will you — your name?
4. Will you — me know your address?
5. I will not — you here.
6. Please — go.

Oral Work

Give five sentences in which you use leave.

Give five other sentences in which you use let.

Written Work

Write five sentences in which you use leave, and five in which you use let.

130. THE AWAKENING**Oral and Written Reproduction**

Read the story:—

A farmer, who was taking a walk in the fields, noticed that the acorns on the strong oak were small, while the pumpkin, which was four times as large as a man's head, was growing on a little creeping vine.

"If I had been in the Creator's place," he said, "I should have arranged things better than they are. The acorn, which is no larger than one's thumb, ought to have grown in place of the pumpkin, and the big pumpkin ought to have been on the oak."

As it was a very warm day, and as he was feeling sleepy, the man lay down in the shade of the big oak and fell asleep. After some time, he was awakened by an acorn which had fallen upon his nose, and which he found caught in his beard. "How foolish I was," he cried. "I think that things are very well arranged as they are. If the heavy pumpkin, instead of the light acorn, had fallen on my nose, I might have been killed. I will find no more fault with the works of the Creator; for I see that He was right not to ask my advice."

Retell the story to your classmates.

Imagine that you are the man of the story. *Write the story in your own words*, using the horse-chestnut and the squash, instead of the pumpkin and the acorn.

131. LETTER WRITING

44 MAIN STREET,
CALAIS, MAINE.

MY DEAR CLARA:

Mary and I are going to have a few friends here Saturday afternoon to put picture puzzles together. The party will surely be a success if you are present, so you'll be here about three o'clock, won't you?

Lovingly yours,

TERESA BAKER.

Monday, June first.

In a friendly letter, like the above, the date often is written at the end of the letter rather than in the heading. Why is the year omitted?

Write an answer to Teresa Baker. Tell her that you have already accepted an invitation to a picnic for Saturday. Place the date at the end of the letter.

When is it proper to use the following endings?

Sincerely yours; Yours truly; Your loving nephew; Your loving friend; Cordially yours; Your loving classmate; Your loving pupil.

Write a list of salutations suitable for letters to all of the following people:—

Your Uncle Tom; your most intimate school friend; your teacher; your pastor; your doctor; your grandmother; your sister; the master of your school.

In writing to an intimate friend, the salutation *Dear Sarah* is considered more friendly than *My dear Sarah*. In writing to a person with whom you have a slight acquaintance, *My dear Miss Sexton* is called more formal than *Dear Miss Sexton*.

What does *formal* mean?

Exercises for Use when Needed

1. Write a letter to your pastor, telling him that you will be glad to sell flowers at the fair that is to be given in your church in June.

2. Write to your music teacher, asking her if you may be excused from your lesson next Saturday, as your mother wishes to take you to the dentist. Tell her that you will try not to change the date of the lesson again.

3. Write a letter, from your school, to the Superintendent of your district, asking him to visit your school next Friday afternoon to hear the children recite a lesson on prefixes, suffixes, and roots.

4. Write a letter to one of your schoolmates who has been ill for a week. Tell her (or him) about your studies during the past week, being careful to tell the facts in such a way that your classmate will not worry over what she (or he) has "to make up."

5. Write a letter to a classmate whose father has just died. Tell him of your sympathy for him. Be careful not to introduce into your letter any subjects other than those that will express your sorrow for his loss.

6. Write a letter to a boy whom you met last summer, asking him to mail to you a dozen post cards illustrating scenes near his home.

Note to the teacher: See Note 2 on interchange of letters, page 49.

132. REVIEW

Roots

What is a root? See page 108.

Name five roots.

The roots that you have already learned belong to the English language, but there are other roots that have come to us from foreign languages. Centuries ago, the people who lived in and about Italy spoke the Latin language, but to-day there is no country in which the Latin tongue is spoken.

Latin is called a "dead language." Can you tell why? Name another language, besides Latin, which is called "dead."

In the English language, there are many words that are derived from Latin roots.

In Latin, the word *port-are* means *to carry*.

In your dictionaries, you will find many words that are derived from the Latin root *port-are*; as —

port export import portal portable

Have you ever seen any medals, or badges, or tablets with Latin inscriptions upon them? Why was the Latin language used instead of the English?

Here is another Latin root, *scrib-ere*, meaning *to write*.

Explain the derivation of the following words:—

scribe, describe, description, prescribe, prescription, scripture, scribble, superscription, post scriptum. (See abbreviations, page 175.)

Note to the teacher: The roots *duc-ere*, *dic-ere*, *loc-are*, *mitt-ere*, *caput* (*capit-*), *manus*, may be taught in a similar manner.



133. PICTURE STUDY

Briefly mention the most striking points in the background of this picture.

In a few simple words, describe the woman.

Describe the child and tell what you imagine his relation is to the woman.

Notice the man who is seated. Give the most prominent characteristics of his appearance. What do you think that his occupation is? Why?

Describe the man who is standing. Contrast him with the other man.

What season of the year is it? What makes you think so?

What time of day do you think it is?

Notice the boat that the child holds. Who do you think made it? Does it give you a hint as to what the child is about to do?

In what country is this scene set? What reasons have you for your opinion?

Imagine a conversation between any two people of the picture.

After answering the above questions, write a brief description of the picture.

“Let go and haul!” ’tis the last command,
And the head-sails fill to the blast once more;
Astern and to leeward lies the land,
With its breakers white on the shingly shore.

— CELIA THAXTER.

134. CORRECTING WRITTEN EXERCISES

When pupils are correcting exercises, it is well for them to have a sign, or a mark, for each kind of mistake, and always to have a sign mean but *one thing*. All pupils should use the same set of signs. Here is a short list of correction signs, the meaning of which each pupil should learn. Do not make them in a careless, slovenly fashion, but plainly and neatly.

m = error in margin.

l. c. = use a small letter.

/ = incorrect or omitted punctuation.

s = misspelled word.

▲ = something omitted.

¶ = new paragraph.

∅ (dele) = omit.

? = what does this word or phrase mean?

K = awkward, clumsy.

Note to the teacher: See "The Correction of Papers," page 255.

135. AN UNFINISHED STORY

The Austrian Emperor, Joseph II, was very fond of driving. Almost any day he could be seen driving through the streets of Vienna. On one of these occasions, his carriage by accident overturned a poor vegetable woman's cart. As she did not recognize the Emperor, she scolded and abused him roundly, while she picked up the damaged vegetables.

Finish this story.

Did the Emperor drive away and forget the incident?

Was he angry? Did he stop to rebuke the woman and to tell her whom she had been scolding?

Did he stop to apologize, and did he help her to pick up the vegetables, with no word as to his name, preferring to treat the matter as a joke?

Did he drive off and later send a messenger with money to repair the damage that had been done? If so, did he send her word that the Emperor's carriage had caused the accident?

1. *Imagine yourself to be the vegetable woman.* Tell this story to a friend who sells vegetables on another corner.

2. *Imagine yourself to be the Emperor.* Tell the story as he would tell it to one of his court friends.

136. POSSESSIVES

Plural Nouns ending in *s*

Select the words in the singular number in these lists of words:—

wives	flies	queen	cook
dog	king	boys	doctor
hens	ruler	horse	clerk
day	ministers	conductor	grocers

Write the plural words upon the blackboard, or upon paper. How do you form the possessive of a word in the singular number? (See page 34.)

Write the possessives of the singular words in the above list.

Read aloud the following sentences : —

1. *Robins'* nests filled the old apple tree.
2. All *flies'* wings are delicate.
3. The merchant sells *boys'* coats and hats.

In what number are the words in italics ? .

With what letter does each of these plural words end ?

In the first sentence, what do the robins own ?

Is the apostrophe placed before or after the *s* to show the ownership ?

What belong to the flies ?

What belong to the boys ?

What has been placed *after* the *s* in each plural noun to show that something is owned ?

Plural nouns ending in *s* form the possessive plural by adding an apostrophe (') after the *s*.

Write the possessive plural of these words : —

boys	cow	dog	baby
girls	cats	hen	lion

Explain the use of the possessives in the following sentences : —

1. Babies' hands are small and delicate.
2. Blanche lost her aunt's necklace.
3. "Where can you buy a lady's hat?" asked Sarah's sister.
4. "Ladies' hats may be bought at Cricke's," answered one of the neighbors.

137. POSSESSIVES (*continued*)Plural Nouns not ending in *s*

In what number are the following words?

women children feet geese men oxen

Do any of them end in *s*? State at least two ways in which the plural of words is formed. (See page 182.)

Read these sentences:—

The Children's Hour was written by Longfellow.

All large stores sell men's collars and women's gloves.

The oxen's yokes should be light but strong.

How is the possessive plural of words whose plurals do *not* end in *s* formed?

Plural nouns not ending in *s* form the possessive plural by adding an apostrophe and *s*.

Write five sentences, using the possessives of plural nouns not ending in s.

138. SONG

Conversation with the Pupils

Read the following poem, and question one another as to its meaning:—

I had a dove, and the sweet dove died;
 And I have thought it died of grieving:
 Oh, what could it grieve for? Its feet were tied
 With a silken thread of my own hands' weaving.
 Sweet little red feet! Why should you die—
 Why would you leave me, sweet bird! why?

You lived alone in the forest tree;
 Why, pretty thing! would you not live with me?
 I kissed you oft and gave you white peas;
 Why not live sweetly, as in the green trees?

— JOHN KEATS.

139. PROVERBS AND SAYINGS

1. 'Tis well to praise a fair day in the evening.
2. All that glitters is not gold.
3. A bird in the hand is worth two in the bush.
4. A stitch in time saves nine.
5. Necessity is the mother of invention.
6. Every cloud has a silver lining.
7. Trifles make perfection, but perfection is no trifle.
8. Great oaks from little acorns grow.
9. Man proposes, God disposes.
10. An ounce of prevention is worth a pound of cure.

Learn from a dictionary the meaning of the word *proverb*. Learn a synonym for it.

Study the above proverbs. Try to find a story that will illustrate the meaning of each. The people of the Eastern countries are famous for their proverbs. Below is a proverb from the Arabs:—

Men Are Four

The man who knows not that he knows not aught—
 He is a fool; no light shall ever reach him.
 Who knows he knows not, and would fain be taught—
 He is but simple; take thou him and teach him.
 But who so, knowing, knows not that he knows—
 He is asleep; go thou to him and wake him.
 The truly wise both knows, and knows he knows;
 Cleave thou to him, and nevermore forsake him.

140. DICTATION

"Have you been to India, Captain Thompson?" asked Sarah Stone. "Well," returned the captain, "I've visited Bombay at least eight times." After a careful search upon the map, Sarah said: "Bombay has a semitropical climate. I wish that you would describe some of the fruits that grow in that climate. I am unfamiliar with them."

Give the derivation of *careful*; *semitropical*; *describe*; *unfamiliar*.

141. INDIRECT QUOTATIONS

1. Ella said, "I am tired."
2. Ella said that she was tired.
3. "Can William write?" asked Dr. Blair.
4. Dr. Blair asked whether William could write.

Read the first sentence. What did Ella say? What mark is used after the word *said*? Why is it used there? What marks inclose what Ella said? Why are these marks used?

We have quoted the exact words of Ella.

Every direct quotation should be inclosed in quotation marks.

Read the second sentence. Are the exact words of Ella quoted? Is there a comma after the word *said*? Does the word *that* begin with a capital letter? Are there any quotation marks used in this sentence? Why are none used?

When we tell what some one has said, but do not use his exact words, we make use of an **indirect quotation**.

Indirect quotations are not inclosed in quotation marks.

In the third sentence, what words make the direct quotation? How is this quotation punctuated? In the fourth sentence, what words make the indirect quotation? How is it punctuated? Does this sentence ask a direct question?

In our conversation, when we report what another has said, do we generally use direct or indirect quotations? Notice the conversation of those with whom you play, and observe how often they use direct quotations.

Oral Work

Change these direct quotations into indirect quotations:—

1. James said, "I like music."
2. Mary opened the door and shouted, "The house is on fire!"
3. "How long has it been burning?" calmly asked her father.
4. "I am sorry to come so late," apologized Mrs. Horton.

What changes have you made in punctuation?

Written Work

Rewrite the following sentences, changing the indirect quotations into direct quotations:—

1. Mrs. Applebee said that she liked melons.
2. Ralph asked whether his father would give him a dollar.
3. Louise said that she could not sing.

4. The Frog said he was too hoarse to sing.
5. The Spider asked the Fly to walk into his parlor.

In rewriting these sentences, state every change that you have made in punctuation.

Write a list of direct quotations that you have heard in conversation since yesterday. *Write a list of indirect quotations* that you have heard during the same length of time. Which list is the longer?

Turn to page 41 and read what is said of quotations.

142. CONVERSATION AND OCCASIONAL RECITATIONS

Abraham Lincoln was the sixteenth President of the United States. He was born in Hardin County, Kentucky, February 12, 1809, and died in Washington, April 15, 1865.

Can you tell some interesting things about the boyhood of Lincoln? Have you read or been told any interesting facts about him as a man before he became President? What can you tell about his life after he was made President? What famous speech did he make? What was his greatest deed?

Have you ever seen a picture of the little cabin in which this great man was born?

Abraham Lincoln has left us a great many wise sayings.

The following quotations are a few of the many fine things he said. *Learn to quote as many of them as you can.* Which one of them do you like best? Why?

Gems from Lincoln

Public opinion in this country is everything.

Wealth is a superfluity of what we don't need.

Many have got into the habit of being dissatisfied.

If you can't remove an obstacle, plow around it.

If you have made a bad bargain, hug it all the tighter.

We might just as well take the people into our confidence.

Be sure you put your feet in the right place; then stand firm.

When you have written a wrathful letter, put it in the stove.

Suspicion and jealousy never did help any man in any situation.

There is no grievance that is a fit object of redress by mob law.

A private soldier has as much right to justice as a major general.

This country with its institutions belongs to the people who inhabit it.

Don't shoot too high. Aim low, and the common people will understand.

For those who like this kind of book, this is the kind of book they will like.

I do not think much of the man who is not wiser to-day than he was yesterday.

Better give your path to a dog, — even killing the dog would not cure the bite.

Let not him who is homeless pull down the house of another, but let him labor diligently to build one for himself.

A man has no time to spend in quarrels. If any man ceases to attack me, I never remember the past against him.

You may fool all the people some of the time; some of the people all of the time, but you cannot fool all of the people all of the time.

Repeal the Missouri Compromise ; repeal all compromises : repeal the Declaration of Independence ; repeal all past history, but you cannot repeal Human Nature.

Let us have that faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.

Government of the people, by the people, and for the people shall not perish from the earth.

With malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in : to bind up the nation's wounds ; to care for him who has borne the battle, and for his widow and for his orphan ; to do all which may achieve and cherish a lasting peace among ourselves, and among all nations.

The Lord must have liked the common people, or he would not have made so many of them.

Mercy bears richer fruit than strict justice.

143. WINTER

Oral Work

Read aloud the following poem to your classmates :—

The frost is here,
And fuel is dear,
And woods are sear,
And fires burn clear,
And frost is here
And has bitten the heel of the going year.
Bite, frost, bite !
You roll up away from the light
The blue woodlouse and the plump dormouse,
And the bees are stilled, and the flies are killed,
And you bite far into the heart of the house,
But not into mine.

Bite, frost, bite !
 The woods are all the searer,
 The fuel is all the dearer,
 The fires are all the clearer,
 My spring is all the nearer,
 You have bitten into the heart of the earth,
 But not into mine.

— TENNYSON.

144. REVIEW

Write ten sentences, each containing the plural of one of the following words:—

woman	ox	rose	carriage	foot
child	box	lady	monkey	knife

From the following paragraphs, choose all the nouns in the singular number and write them in a column; then, after each singular noun, write its plural, if it has any.

The sun rose, and, from the ramparts of Quebec, the astonished people saw the Plains of Abraham glittering with arms, and the dark red lines of the English forming in array of battle. Breathless messengers had borne the evil tidings to Montcalm, and far and near, his wide-extended camp resounded with the rolling of alarm drums and the din of startled preparation.

He, too, had had his struggles and his sorrows. The civil power had thwarted him; famine, discontent, and disaffection were rife among his soldiers; and no small portion of the Canadian militia had dispersed from sheer starvation. In spite of all, he had trusted to hold out till the winter frosts should drive the invaders from before the town; when, on that disastrous morning, the news of their successful temerity fell like a cannon shot upon his ear.

— FRANCIS PARKMAN.

145. AN UNFINISHED STORY

Imagination

A hunter near the Rangeley Lakes, in Maine, was surprised to see a large Newfoundland dog coming toward him. When the dog reached his side, the hunter observed that a slip of paper was attached to the brass collar of the dog. Taking the paper from the dog's collar, the hunter read it eagerly.

Finish this story orally, and then in writing. Imagine that some one has been lost in the woods, and, becoming exhausted, has sent this dog for help. Perhaps some one has been thrown from a carriage on a lonely road. Is the Newfoundland dog noted for his intelligence? Is he a hunting dog?

In writing your story, be careful about capitals, punctuation, sentences, and the plan of the paragraphs.

146. ADJECTIVES

A *house* stood in the valley.

Do you know anything about this house? Can you tell whether it is large or small, old or new, or whether it is made of wood, or stone, or bricks?

Rewrite this sentence, and before the word *house* place a word that will tell about its *size*. Use another word that will tell about the *age* of the house. Now use another word that will tell the *material* of which the house is made.

Perhaps the new sentence will read like this: —

A large, old, brick house stood in the valley.

Read the following sentence: —

The farmer bought a horse.

Use three words that will help to describe the *horse*.

Read this sentence: —

Newport is a city.

Can you think of any words that will bring to one's mind a better picture of the *city*?

The new words that you have introduced into these sentences have enlarged the meaning of the nouns by *describing* them.

A word that describes a noun is called an adjective.

Use the following words as nouns in sentences, adding words that will describe them: —

EXAMPLE: An old book lay on the table.

book	tree	paragraph	chair	lamp
song	rose	sentence	rug	twilight
dog	horse	sky	table	river
fog	bird	rain	man	door
toad	street	rainbow	fire	silence
stone	picture	fence	mountain	city

Supply nouns that may be described by the following words used as adjectives: —

famous	bright	fiendish
crooked	stingy	woolen
sweet	cloudy	populous
high	shallow	drizzling
gray	simple	firm
fleet	oak	prolonged

147. *ACCEPT AND EXCEPT***Exercise to Fix a Correct Language Form**

Read the following sentences:—

1. Please *accept* my thanks for your beautiful gift.
2. All the boys *except* two are playing ball.
3. I gladly *accept* your invitation.
4. The sky is cloudless *except* in the west.

Which of the italicized words means *to take, to receive favorably*?

Which of the italicized words gives the idea of something *being left out, or taken out*?

What is *to be taken* in the first sentence?

Reread the fourth sentence.

What part of the sky is *left out* when you speak of it as cloudless?

Accept means *to take, or to receive favorably.*

Except means *being left out, or taken out.*

Pronounce carefully the first syllable in each word.

It will help you to distinguish between the two words.

Read the following sentences, filling each blank with the proper word (accept, except):—

1. I — your work. It is well done.
2. This region is dry — in the river valleys.
3. Not a flower was stirring — Daffydowndilly.
4. Did the Indians — the white man's invitation to dinner?
5. All the flowers remembered their names — Forget-me-not.
6. — my thanks for your kindness.

Oral Work

Give several sentences in which you use the word accept.

Give others in which you use the word except.

Written Work

Write five sentences, using accept in each sentence.

Write five sentences, using except in each sentence.

148. REVIEW**Dictation**

1. John said he walked to school last Wednesday.
2. "Roses!" exclaimed Mr. Jerome, "I have an acre of them growing on my farm."
3. "Clear the deck for action!" shouted Admiral Dewey.
4. Captain Gridley said that he had repeated the Admiral's orders.
5. "What time is it?" eagerly inquired the child.
6. Madam Rupert calmly replied, "It is just four o'clock."
7. "If you will call at my house to-day," broke in the jeweler, "I will show you some rare coral."

149. PICTURE STUDY

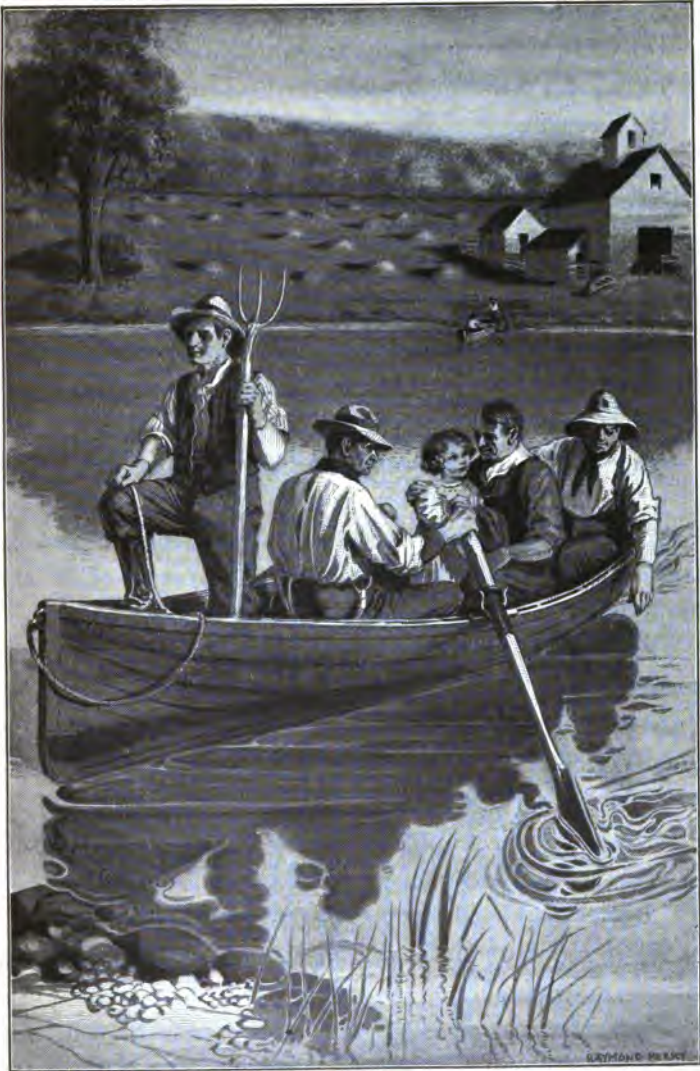
Study this picture.

Give a description of the boat.

How many people does it hold?

In a few words, describe each person.

What indication have you of the occupation of these people?



Do you notice any air of weariness in the farmers?

Do you think that they are all of one family?

Is this an American scene?

Give reasons for your answer.

Describe the bank and the river. Notice the width of the stream.

Give one adjective that describes the entire landscape.

Give a sentence that describes the entire landscape.

Observe the shadows. Explain why the shadows cast by the people in the boat and by the oar are zigzagged.

What time of day is it?

Imagine a conversation among these people.

Picture their going to work in the morning. Contrast their general attitude then with that shown in this scene. Contrast also their conversation at the time with the talk of the late afternoon.

Picture the homes to which the harvesters are returning.

After answering the above questions, *write the story of this picture.*

150. ANSWERS TO ADVERTISEMENTS

LOST—Lady's small bag containing purse, with small amount of money, between 10 and 11 P.M., Thursday, in South Station. Address D. 9443, Herald Office, Boston.

Read the above advertisement, which appeared in a Boston newspaper.

Here is an answer, which the owner of the bag received:—

78 SUMMER STREET,
DORCHESTER, MASS.,
July 14, 1909.

D. 9443, HERALD OFFICE:

I found in the South Station a lady's small bag containing a purse with some money in it, on last Thursday evening about half-past ten. If you will call at my house on Tuesday, July seventeenth, I shall be glad to give you the bag if it is yours.

Yours truly,

Telephone Dor. 66-3.

WILLIAM HARRIS.

Examine this letter and notice how it differs from a friendly letter.

Look at the heading. How does it differ from the heading of a friendly letter?

Notice the salutation. If the writer had been sure that "D." was a woman, he might have used *Dear Madam* for the salutation. The word *madam* may be used in addressing a married or an unmarried woman. "D." might be the son, or the husband, or the brother, or a friend of the woman who lost the purse, so the writer had to use for the salutation, the initial, and the newspaper address given in the advertisement. *Dear Sir* may be used in the salutation, if one is sure that the advertiser is a man.

Notice that the writer expressed his thoughts in a very brief manner.

Why did he give his telephone number?

Why did he not send the bag to the *Herald* office?

What address should he have put on the envelope?

Read this advertisement: —

LOST—In the vicinity of Pearl and Chestnut Sts., Philadelphia, gold link chain bracelet. Finder will be liberally rewarded for returning same to Mrs. Walter W. Field, 161 Chestnut Street, Philadelphia.

The following is *the salutation* that was used in answering the above advertisement:—

Mrs. Walter W. Field,
161 Chestnut Street,
Philadelphia.

DEAR MADAM:

How many lines are used for the salutation?

What marks of punctuation are used?

Why isn't *Dear Mrs. Field* used for the salutation?

Write an answer to the above advertisement.

151. ANSWERS TO ADVERTISEMENTS (*continued*)

After reading the following rules for answering advertisements, write suitable replies to each advertisement below:—

1. Use the common heading.
2. If the advertiser's name and address are given, use four lines for the salutation.
3. If an initial and a newspaper office are given, use one line for the salutation.
4. Make the body of your letter brief and clear.

LOST—On June 26, collie dog, yellow, with white markings, answering to name of "Foxy"; family pet and very gentle. Reward for information regarding him, or \$10 for safe return to Head Porter, Hotel Calvert, Baltimore.

LOST — In Princeton yard, Class Day, Panama hat ; finder return to janitor, liberal reward. M. M. Barrows, 10 Nassau Hall, Princeton.

152. REVIEW

Adjectives

The following *dialogue* took place between a gentleman and a boy : —

“Have you seen my dog?” said the gentleman.

“What kind of dog is he?” inquired the boy.

“Why, he is a terrier.”

“A Skye terrier, is he?”

“No, he is a Scotch terrier.”

“I never saw a Scotch terrier,” said the boy; “what is he like?”

“He is a small, active, wiry dog. He is very eager, courageous, and intelligent in pursuing animals that burrow. He is young, and very kind and affectionate. His coat is almost white, and the hair is long and rather shaggy.”

Notice what a clear description of the dog the gentleman has given by using certain words that *describe*.

Describe to the class some dog that you have seen. Is he large or small, light or dark, long-haired or short-haired, gentle or cross, young or old? Is he an intelligent dog? Can you tell to the class some story illustrating his intelligence? How many descriptive words have you used in telling of his intelligence?

What is a descriptive word called?

Write upon the blackboard ten adjectives that might be used in describing a Scotch terrier.

Notice your own speech for a short time, to see how many adjectives you use.

Listen to some child as he recites, and notice that before almost every noun he uses an adjective.

Turn to page 36, and name the adjectives that you find there.

153. DICTATION

1. There will be a circus in Portland to-morrow. Will your mother let you go?
2. Dr. and Mrs. Baldwin will arrive in Denver to-night.
3. May I accept Miss White's invitation?
4. None knew it except the child's mother.
5. I will not let you bring that heavy parcel home.
6. The children arrived at the station too late to meet their father.

154. HOMONYMS

Fill in the blanks, in the following sentences, from the list of homonyms below:—

1. I — give more than a —.
2. The boy — like to cut a cord of —.
3. A large black — seized the boy by the — arm.
4. The heathen worships an —.
5. Do not spend an — moment.
6. I paid my — on the train when I went to the —.
7. The traveler has returned from a lonely —.
8. She walked down the — of the church.
9. The boy said, " — try."
10. The burglar had a — in his pocket.
11. Did you ever see the — of a dandelion?

<i>pistol</i> , a weapon.	<i>bear</i> , an animal; to suffer.
<i>pistil</i> , part of a flower.	<i>bare</i> , naked.
<i>aisle</i> , a passage in a church.	<i>wood</i> , from trees.
<i>isle</i> , an island.	<i>would</i> , form of <i>will</i> .
<i>I'll</i> , I will.	<i>mite</i> , anything very small.
<i>fair</i> , beautiful; just; a market.	<i>might</i> , power; form of <i>may</i> .
<i>fare</i> , food; cost of passage.	<i>metal</i> , iron, gold, etc.
<i>idle</i> , doing nothing.	<i>mettle</i> , spirit, courage.
<i>idol</i> , an image for worship.	

Write five sentences in which you use some of the homonyms in the above list.

155. ARACHNE

Oral Reproduction

Read and retell the following story:—

Arachne was a Grecian maiden who had attained such skill in the arts of weaving and embroidery that the nymphs themselves would leave their groves and fountains to come and gaze upon her work. It was not only beautiful when it was done, but beautiful also in the doing. To watch her, as she took the wool in its rude state and formed it into rolls, or separated it with her fingers and carded it till it looked as light and soft as a cloud, or twirled the spindle with skillful touch, or wove the web, or, when woven, adorned it with her needle, one would have said that the goddess Minerva herself had taught her. But this Arachne denied, and could not bear to be thought a pupil even of a goddess. "Let Minerva try her skill with mine," said she; "if beaten, I will pay the penalty."

Minerva heard this and was displeased. Assuming the form of an old woman, she went to give Arachne some friendly advice. "I have had much experience," said she, "and I hope you will not despise my counsel. Challenge your fellow-mortals as

you will, but do not compete with a goddess. On the contrary, I advise you to ask her forgiveness for what you have said, and, as she is merciful, perhaps she will pardon you." Arachne stopp'd her spinning, and looked at the old dame with anger in her countenance. "Keep your counsel," said she, "for your daughters or handmaids; for my part, I know what I say, and I stand to it. I am not afraid of the goddess; let her try her skill, if she dare venture." "She comes," said Minerva; and, dropping her disguise, stood confessed. The nymphs bent low in homage, and all the bystanders paid reverence. Arachne alone was unterrified. She blushed, indeed; a sudden color dyed her cheek, and then she grew pale. But she stood to her resolve, and with a foolish conceit of her own skill rushed on her fate. Minerva forbore no longer, nor interposed any further advice. They proceeded to the contest. Each took her station and attached the web to the beam. Then the slender shuttle was passed in and out among the threads. The reed with its fine teeth struck up the woof into its place and compacted the web. Both worked with speed; their skillful hands moved rapidly, and the excitement of the contest made the labor light. Wool of Tyrian dye was contrasted with that of other colors, and shaded off into one another so adroitly that the joining deceived the eye.

* * * * *

Arachne filled her web with subjects designedly chosen to exhibit the failings and errors of the gods. Minerva could not forbear to admire, yet felt indignant at the insult. She struck the web with her shuttle, and rent it in pieces; she then touched the forehead of Arachne, and made her feel her guilt and shame. Arachne could not endure it, and went and hanged herself. Minerva pitied her as she saw her hanging by a rope. "Live, guilty woman," said she; "and that you may preserve the memory of this lesson, continue to hang, you and your descendants, to all future times." She sprinkled her with the juices of aconite, and immediately Arachne's hair

came off, and her nose and ears likewise. Her form shrank up, and her head grew smaller yet; her fingers grew to her side, and served for legs. All the rest of her is body, out of which she spins her thread, often hanging suspended by it, in the same attitude as when Minerva touched her and transformed her into a spider.

156. A LETTER FROM HISTORY

Imagine that you are a soldier of the American army during the Revolutionary War. Your mother is living in Philadelphia. Write a letter to her, telling her about the capture of Colonel Rahl and his soldiers at Trenton, on Christmas night, 1776. Imagine that you recrossed the Delaware River, which was filled with cakes of floating ice, in the same boat with Washington.

Use these suggestions as topics for your letter: —

1. The crossing of the Delaware.
2. Washington foresees the probable condition of the Hessian soldiers on Christmas night.
3. The recrossing of the Delaware.
 - a. The condition of the river.
 - b. Description of Washington.

(Consult the well-known picture of Washington recrossing the Delaware.)

4. The capture of the Hessians.

In concluding, tell your mother about the rumored plans of the American army for the coming winter months. To what place will you request your mother to address her next letter?

157. DICTATION

1. There wasn't a hotel in the town.
2. I wouldn't take the train, for the steamer is more comfortable.
3. They aren't going to Chicago to-day.
4. The baby hasn't any teeth yet.
5. Please leave the key on the mantle over the fireplace.
6. Will you let me have a pair of chickens to-morrow?

158. PROPER ADJECTIVES

The American people are industrious.

In the above sentence, could it be said that the word *American* describes the noun *people*?

What is a word called that describes a noun?

What kind of noun is *America*?

The word *American* is an adjective, because it describes a noun, and as it is derived from a proper noun, it is called a **proper adjective**.

Proper adjectives, like proper nouns, should be capitalized.

Write ten proper nouns that may be made into proper adjectives.

Write the ten proper adjectives.

159. THE ROBIN

Observation and Oral Practice

Have you ever seen a robin?

Watch for one and study it.

Would you call the robin a large or a small bird? Fat or thin?

What color is the head? The wings? The remainder of the body? The feet?

Why is this bird sometimes called "Robin Red-breast"?

Is the robin a shy bird? Would you call it cheerful or sad?

At what times of the year do you see these birds?

What do they like to eat? What fruits do they like best? Do you know that some people think that robins like fruit as a drink rather than as food? They take the fruit because they are thirsty. It is said that if a pail of water is set near the fruit trees, the birds will drink from it and leave the fruit untouched. Try it and find out if this is true.

Try to obtain a nest that the robin has forsaken. Of what materials is it made? How is it lined? What color are the robin's eggs? Did you ever hear the expression "robin's egg blue" used to describe a particular color?

Does the robin sing? Did you ever hear its evening song? If so, tell about it.

Place a piece of suet and a pan of water on the branches of a tree during the months of March and April. Watch for the robin and then *tell your classmates all that you discover about this bird and its habits.*

160. PRONOUNS

Read carefully:—

“Joe,” called the grocer to his clerk, “I want you to make up this order at once and deliver it to Mrs. Adams. She has just called me up on the telephone to say that her goods must be sent over as soon as possible. Your other orders can wait.”

The clerk obeyed him promptly.

Name all the nouns in the above exercise.

Give the noun for which each of the following words is used:—

I, you, her, your, she, his, me, him, it.

Read the exercise, using the nouns instead of the words that stand for them. How do you like it?

Why do we use the words in the list above to take the place of nouns?

A word used to stand for a noun is called a pronoun.

In the above conversation, *name the pronouns that stand for the speaker's name.*

Name the pronouns that stand for the name of the person spoken to.

Name the pronouns that stand for the name of the person or thing spoken of.

When we speak of ourselves, or of ourselves and others, we use the pronouns, — *I, we, our.*

Name some other pronouns we may use in speaking of ourselves and of others.

When we address a person or persons, we use the pronouns, -- *you, your*.

Name some other pronouns that we may use in addressing a person or persons.

When we speak of a person, a place, or a thing, we may use the pronouns, — *he, she, it*.

Name some other pronouns that we may use in speaking of a person or a thing, or of two or more persons or things.

Select and write in three separate columns the pronouns on page 51 that indicate (1) the speaker, (2) the person spoken to, and (3) the person or thing spoken of.

Pronouns that indicate by their form (spelling) *the speaker, the person spoken to, or the person or thing spoken of*, are called **personal pronouns**.

161. DICTATION

Study the following sentences and stanzas. Be able to write them from dictation: —

1. "Henry's brother likes to learn about birds, insects, plants, and trees," said Mrs. Sloane.

2. Pansies, lilies, kingcups, daisies,
Let them live upon their praises.

— WILLIAM WORDSWORTH.

3. "Can you spell *receive, gallon, niece, separate, and friend?*" asked Superintendent Brock's assistant.

4. "No," replied the children's teacher, "this is the second grade and those words are too difficult."

5. Break, break, break,
On thy cold gray stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

— ALFRED TENNYSON.

6. "Ladies' bonnets and children's hats are sold at Crocker's," read Mrs. Walker from the newspaper.

7. What is it earns a soldier's grave?
A soldier's life.

— ALFRED AUSTIN.

8. "John, run quickly! The boat has capsized and your brother's friend can't swim," shouted Lucy Robinson from the boathouse.

9. The Asters were a shower of stars that fell
Amid the dimness of an autumn night.
Witch-hazel woke and cheerily cried, "All's well!"
And met with smiles the dull November light.

— EDITH M. THOMAS.

10. "How do you form the possessive plurals of *box*, *ox*, *foot*, *goose*, and *baby*?" asked the teacher of the sixth grade.

Note to the teacher: The teacher will use her discretion as to how much of this lesson she will use at one period.

162. SUBJECT AND PREDICATE

Declarative Sentences

Every statement is made up of two parts, viz.:—

1. The part denoting a person or thing spoken about.
- 2: The part that says something about the person or thing.

In the following sentence, read the part denoting the person or thing spoken about :—

Beautiful roses grow on that bush.

Now read the part that makes the statement about *beautiful roses*.

The part of the sentence that names, and sometimes describes, the person or thing spoken about is called the subject of the sentence.

The part of the sentence that makes the statement or assertion is called the predicate of the sentence.

Tell the subject and predicate in the sentence :—

Beautiful roses grow on that bush.

Tell the subject and predicate in each of the following declarative sentences :—

1. The kind-hearted general helped his wounded men.
2. The men loved their general.
3. The firing began at sunrise.
4. The battle ended at sunset.

Supply subjects to complete the following :—

1. — frightened the horse.
2. — ran down the street.
3. — caught the horse.
4. — was injured.

Supply predicates to complete the following :—

1. Flowers —.
2. The children —.
3. Lilacs —.
4. The summer house —.

Usually, the subject of a sentence comes first.

When the subject comes first, the sentence is said to be in the **natural order**.

EXAMPLE:

1. The boy stood on the burning deck.
2. They brought the news by relays of horses.

Any change from the natural order is called the **transposed order**.

EXAMPLE:

1. Out in the meadow the children are playing.
2. From her nest in the elm the little bird flew.
3. On the top of the hill stood the old mansion.
4. Down came the snow from the mountain top.

Read, in its natural order, each of the above sentences; then point out the subject and the predicate.

163. A TELEPHONE DIALOGUE

Imagination

"Hello! Is this you, George?"

"Have you seen Clarence to-day?"

"When did he go?"

"Did Aunt Mary go with him?"

"When do you expect them back?"

"Yes, it is a very rainy day. I haven't been doing much of anything. I split some wood this morning. I was reading when you rang me up."

"No, nothing new. I am rereading *David Copperfield*."

"I'll try to come to your house to-morrow evening and bring my violin. I want to try that piece once more before the concert. Have you practiced since our last lesson?"

"You did well to work two hours."

"I practiced an hour yesterday."

"Thank you! good-by!"

This is one side of a telephone conversation. *Imagine what the other person said, and write out the entire conversation.*

You will find the punctuation rather difficult, and you will be obliged to go over the work several times to insure its correctness.

164. SUBJECT AND PREDICATE

Interrogative Sentences

In *interrogative* sentences, the subject names that about which something is asked.

The *predicate* asks something about the *subject*.

Arrange the following interrogative sentences in declarative form, and then find their subjects and predicates:—

1. Have you seen the comet?
2. Are their dresses clean?
3. Has the teacher come?
4. Has the North Pole been discovered?
5. Was Columbus buried in Spain?
6. Where is your mother?

165. SUBJECT AND PREDICATE

Imperative Sentences

1. Put the book on the table.
2. Listen to the music.
3. Look at the baby.
4. Please write your name.

To whom is each of the above commands or requests given?

The subject of each sentence is the pronoun *you*.

It is not written. It is understood.

Read each of the above sentences, putting in the subject you.

In imperative sentences, the subject is always the pronoun *thou* or *you*. The word *you* is very seldom expressed in an imperative sentence.

The request or command forms the predicate.

Read the predicate in each sentence above.

Write two sentences expressing a request.

Write two sentences expressing a command.

Tell the subject and the predicate in each.

Find the subject and the predicate in this sentence:—

Listen to the music.

166. SUBJECT AND PREDICATE

Exclamatory Sentences

1. Mother has come!
2. How happy the children are!
3. How it snows!

What kind of sentences are these?

Who is spoken of in the first sentence? What is the subject? What is the predicate?

Tell the subject and the predicate in each of the other sentences.

Turn to page 186, and find four exclamatory sentences.

167. AN INGENIOUS PEASANT

Imagination

Read this story carefully:—

A poor French peasant was once robbed of his much-loved horse. Knowing that a horse fair was going on a few miles away, the man went there in the hope of catching the thief. While walking about the fair grounds, looking at the various horses, he recognized his own horse among the others. Stepping up to the man who was standing by the animal, he said, "That is not your horse. He is mine and was stolen from me three days ago."

"You have made a mistake," said the other, "I have owned him for over three years."

"I doubt that very much," said the peasant. "But let us see," he added, covering the horse's eyes with his two hands. "Can you tell me in which eye he is blind?"

In the meanwhile, attracted by the conversation, a crowd had gathered. The man saw that he must speak quickly. He replied hastily that the horse was blind in the left eye. Thereupon the peasant removed his hand from that eye and the bystanders saw that it was clear and bright.

The other man, seeing that he had said the wrong thing, called out that he had meant the right eye. Upon which the peasant took away his other hand, announcing that the horse was not blind in either eye. Then he added to the people around them, "You see now that this is the man who has stolen my horse from me."

On being thus routed, the guilty man tried to escape. But the people caught him and took him before the judge, who ordered the horse returned to his rightful owner.

Imagine yourself to be the owner of some pet—perhaps a dog, a cat, a bird, or a rabbit. You have

been robbed of your possession. You come upon the suspected person. You accuse him; he denies your statement.

By some such method as the peasant in the above story used, *prove to the satisfaction of a third person that you are the rightful owner*. Prove your case so conclusively that the punishment of the thief is the natural outcome.

168. A DAY IN THE COUNTRY

Oral and Written Exercise

Read this selection carefully:—

The holidays I recall with delight were the two days in spring and fall, when we went to the distant pasture land, in a neighboring town, to drive thither the young cattle and colts, and to bring them back again. It was a wild and rocky upland where our great pasture was, many miles from home, the road to it running by a brawling river, and up a dashing brookside among great hills. What a day's adventure it was! It was like a journey to Europe. The night before, I could scarcely sleep for thinking of it, and there was no trouble about getting me up at sunrise that morning. The breakfast was eaten, the luncheon was packed in a large basket; and then the cattle were to be collected for the march, and the horses hitched up. Did I shirk any duty? Was I slow? I think not. I was willing to run after the frisky steers, who seemed to have an idea they were going on a lark, and frolicked about, dashing into all gates, and through all bars except the right ones.

* * * * *

The whole day was full of excitement and of freedom. We were away from the farm, which to a boy is one of the best

parts of farming; we saw other farms and other people at work; I had the pleasure of marching along, and swinging my whip, past boys whom I knew, who were picking up stones. Every turn of the road, every bend and rapid of the river, the great boulders by the wayside, the watering troughs, the giant pine that had been struck by lightning, the mysterious covered bridge over the river where it was most swift and rocky and foamy, the chance eagle in the blue sky, the sense of going somewhere, — why, as I recall all these things I feel that even the Prince Imperial, as he used to dash on horseback through the Bois de Boulogne, with fifty mounted hussars clattering at his heels, and crowds of people cheering, could not have been as happy as was I, a boy in short jacket and shorter pantaloons, trudging in the dust that day behind the steers and colts, cracking my black-stock whip.

I wish the journey would never end; but at last, by noon, we reach the pastures and turn in the herd; and, after making the tour of the lots to make sure there are no breaks in the fences, we take our luncheon from the wagon and eat it under the trees by the spring. This is the supreme moment of the day. This is the way to live; this is like the Swiss Family Robinson, and all the rest of my delightful acquaintances in romance. Baked beans, rye-and-indian bread (moist, remember), doughnuts, cheese, and pie. What richness!

* * * * *

You will never, if you live to be the oldest boy in the world, have any holiday equal to the one I have described. But I always regretted that I did not take along a fish line, just to "throw in" the brook we passed. I know there were trout there.

— CHARLES DUDLEY WARNER.

Notice how smoothly and gracefully the author has chosen his words.

Recall a day spent in the country. *Write a description of that day's experiences, using the following topics:—*

1. Preparation for the day, packing the lunch, harnessing up, etc.
2. The journey, scenery, weather, conversation with companions.
3. Arrival at destination, choice of spot where lunch is to be eaten, unpacking and eating the lunch, observations on surroundings, conversation with others of the party.

169. THE SAILORMAN

Oral and Written Reproduction

Read and discuss the following story:—

Once upon a time, two children came to the house of a sailor-man, who lived beside the salt sea; and they found the sailor-man sitting in his doorway knotting ropes.

"How do you do?" asked the sailorman.

"We are very well, thank you," said the children, who had learned manners, "and we hope you are the same. We heard that you had a boat, and we thought that perhaps you would take us out in her, and teach us how to sail, for that is what we wish most to know."

"All in good time," said the sailorman. "I am busy now, but by and by, when my work is done, I may, perhaps, take one of you if you are ready to learn. Meantime, here are some ropes that need knotting; you might be doing that, since it has to be done." And he showed them how the knots should be tied, and went away and left them.

When he was gone, the first child ran to the window and looked out.

"There is the sea," he said. "The waves come up on the

beach, almost to the door of the house. They run up all white, like prancing horses, and then they go dragging back. Come and look !”

“I cannot,” said the second child. “I am tying a knot.”

“I shall have a delightful sail in that boat,” said the first child. “I expect that the sailorman will take me, because I am the eldest and I know more about it. There was no need of my watching when he showed you the knots, because I knew how already.”

Just then the sailorman came in.

“Well,” he said, “my work is over. What have you been doing in the meantime ?”

“I have been looking at the boat,” said the first child. “What a beauty she is! I shall have the best time in her that ever I had in my life.”

“I have been tying knots,” said the second child.

“Come, then,” said the sailorman, and he held out his hand to the second child. “I will take you out in the boat, and teach you to sail her.”

“But I am the eldest,” cried the first child, “and I know a great deal more than she does.”

“That may be,” said the sailorman; “but a person must learn to tie a knot before he can learn to sail a boat.”

“But I have learned to tie a knot,” cried the child. “I know all about it!”

“How can I tell that ?” asked the sailorman.

—LAURA E. RICHARDS.

(From *The Pig Brother and Other Fables*. Copyright, 1910, by Little, Brown, and Company.)

170. REVIEW

“Christmas a humbug, uncle!” said Scrooge’s nephew, “you don’t mean that, I am sure.”

"I do," said Scrooge, "what right have you to be merry? What reason have you to be merry? You're poor enough."

"Come then," returned the nephew, gayly, "what right have you to be dismal? What reason have you to be morose? You're rich enough."

What kind of quotations are the above, direct or indirect?

What words break the quotation in the first sentence?

Explain the punctuation of the above quotations.

What is a broken quotation?

Write quotations each of which shall be broken by one of the following expressions:—

said he; sighed shē; shouted the sailor; mewed the cat; sang the robin; croaked the frog; laughed Mary; cried the woman; questioned John; asked Dr. Clay; inquired Governor Morris; whispered the wind; exclaimed the burglar.

171. OPPORTUNITY

Study of a Poem

Read aloud the following poem:—

This I beheld, or dreamed it in a dream:
 There spread a cloud of dust along a plain,
 And underneath the cloud, or in it, raged
 A furious battle, and men yelled, and swords
 Shocked upon swords and shields. A prince's banner
 Wavered, then staggered backward, hemmed by foes.

A craven hung along the battle's edge,
 And thought: "Had I a sword of keener steel—

That blue blade that the king's son bears, — but this
Blunt thing!" He snapped and flung it from his hand,
And lowering crept away and left the field.

Then came the king's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt buried in the dry and trodden sand,
And ran and snatched it, and with battle shout
Lifted afresh, he hewed his enemy down,
And saved a great cause on that heroic day.

— EDWARD ROWLAND SILL.

Compare this poem with Incident of the French Camp, page 127.

What town was stormed in Browning's poem? Is a town mentioned in this poem?

Although, in the above poem, you do not know the name of the leader of either side, you can give the title of one of the leaders. What is it?

Quote two lines from the first stanza to prove that this battle must have taken place in ancient days.

Draw, with pencil, a sketch illustrating the first stanza.

Let one of your classmates look at the sketches of the entire class, and then choose the best one to be placed in a conspicuous place in the room.

Give synonyms for *hemmed* and *foes*. Is the word *foe* used frequently in prose? Why not?

Give a synonym for *craven*.

What word in the third line of the second stanza indicates the quality of the prince's sword?

Draw upon the blackboard, with colored chalk, a sketch to illustrate the last two lines of the second stanza.

What is the meaning of the expression *sore bestead*?

Comment upon the word *weaponless*. What is the root? Give the meaning of the suffix.

Explain, by means of the last stanza, the choosing of the word *Opportunity* for the title of this poem.

172. EXERCISES IN THE USE OF PRONOUNS

The first time you mention a person or thing, you should use the name of that person or thing. Afterwards you may use a pronoun instead of the name, as:—

John has a new bicycle. *He* takes good care of *it*.

Why is it necessary to name the person or the object first?

Write two sentences about a dog, using a pronoun.

Write two sentences about an automobile, using a pronoun.

1. Harry is eight years old.
2. He is a very good boy.

What is the subject of the first sentence?

What is the subject of the second sentence?

Name the subjects of the following sentences:—

1. The girl has a new dress.
2. That man is a soldier.
3. The clock has been repaired.
4. The children are late.

In each of the above sentences, use a pronoun instead of a noun for the subject.

Make a sentence, using your own name as the subject.

Read:—

1. Mary and I are going to Boston.
2. We are going to Boston.

Name the subject in the second sentence.

Make a list of the pronouns that may be used as subjects of sentences.

Never use *me*, *him*, *her*, or *them* as the subject of a sentence.

Supply pronouns in the following sentences:—

1. John and — went to Aunt Mary's house.
2. — and I enjoyed the visit.
3. — enjoyed the visit.
4. Mary and — have twenty cents.
5. — and I have twenty cents.

Read:— 173. *YOU, ARE, WERE*

1. Children, you are very quiet.
2. Mary, you are very quiet.
3. Children, you were very quiet.
4. Mary, you were very quiet.

Use *are* and *were* with the pronoun *you* as a subject, whether it stands for a singular or a plural noun.

What is the difference in thought between the first and the third sentence?

What is the difference in thought between the second and the fourth sentence?

Use are or were in the following sentences:—

1. You — late.
2. Where — you?
3. — you at home during the shower?
4. They — all properly vaccinated.

174. PRONOUNS AFTER *IT IS* AND *IT WAS*

On page 241, you were asked to make a list of pronouns that may be used as subjects of sentences. You may use any one of those pronouns after the words *it is* and *it was*.

Read:—

{ It is Mary .	{ Is it Mary ?
{ It is she .	{ Is it she ?
{ It is John .	{ Is it John ?
{ It is he .	{ Is it he ?
{ It is (use your own name).	{ Is it —?
{ It is I .	{ Is it I ?

Read the above sentences, using was instead of is.

Read:—

{ It is Mary and I .	{ Is it Mary and I ?
{ It is we .	{ Is it we ?
{ It is Mary and John .	{ Is it Mary and John ?
{ It is they .	{ Is it they ?

Read the above sentences, using was instead of is.

175. REVIEW

Read:—

Who rang the bell?

Supply the proper pronoun from this list: *I, he, she, they, we*; use each pronoun but once:—

It was —.

It was —.

It was —.

It was —.

It was —.

Change the form of the question so that you may answer:—

It is I.

It is —.

It is —.

It is —.

It is —.

Read:—

“I should like to speak to Sarah’s father,” said the woman.

“I am —,” replied the man.

Supply the pronoun.

Change the first sentence so that the woman asks for Sarah’s mother, and give this reply:—

“I am —.”

176. THE DUMB BEGGAR

A Short Story

Read the following story:—

A dishonest beggar, finding himself reduced to his last penny, made up his mind that he would pretend to be dumb. He arrived at a town where he had begged once or twice before. In one of the streets, a gentleman who had given him money and so remembered his face, met him and spoke

to him. The beggar made no answer. "Hullo," cried the gentleman, "how long have you been dumb?" "From the day of my birth," answered the beggar, forgetting himself.

Write a story entitled The Blind Beggar. Use these suggestions as guides:—

1. A dishonest beggar pretends to be blind.
2. He goes to a town which he has visited before.
3. A woman who once helped him, sees him and questions him.
4. The beggar talks about his blindness.
5. The woman drops a dollar bill upon the sidewalk in front of the beggar.
6. The beggar picks it up.
7. The woman asks him how he was able to see it.
8. The beggar answers her question.

177. THIS, THAT—THESE, THOSE

Exercise to Fix a Correct Language Form

1. This desk is too low.
2. That word is misspelled.
3. These books are soiled.
4. Those pencils are broken.

With what noun is *this* used? Is the noun singular or plural?

Is the noun with which *that* is used singular or plural?

Are the nouns with which *these* and *those* are used singular or plural?

This and **that** are used with *singular* nouns. (For singular and plural nouns, see page 182.)

These and **those** are used with *plural* nouns.

Make statements about two pencils, one in the speaker's hand, the other on the desk.

1st EXAMPLE: This pencil is very short.

2d EXAMPLE: That pencil is broken.

Make statements about several pencils on the speaker's desk, and about several others on the teacher's desk.

1st EXAMPLE: These pencils have sharp points.

2d EXAMPLE: Those pencils have not been sharpened.

This and **these** refer to *near* objects.

That and **those** refer to *more distant* objects.

178. KIND AND SORT

Are the words **kind** and **sort** singular or plural?

How are they made plural?

Suppose we are speaking of one breed of cows, the Jerseys, for instance. All cows of the Jersey breed are of one and the same *kind* or *sort*. We may say:—

This kind of cows is very valuable.

That kind of cows came from Canada.

Give several sentences, showing that the words kind and sort are singular nouns.

This and **that** and not *these* and *those*, should always be used with **kind** and **sort**.

1. I like this kind of pictures.
2. How do you like that kind of preserves?
3. This sort of pencils is used in our room.

We may be speaking of several breeds of cows, for instance, the Jerseys, the Durhams, the Holsteins.

When more than one breed is spoken of, we may use the word *kinds*. Here, *kinds* is a plural noun.

We may say:—

1. Those kinds of cows do not agree well.
2. These breeds of cows give rich milk.
3. Those four kinds of pictures are all that we have.
4. Which of these kinds do you like?

Use **these** and **those** with **kinds** and **sorts**.

Caution:—Never use *them* instead of *these* and *those*.

Read the following sentences, filling each blank with the proper word (this, that, these, those, them):—

1. — kind of plants requires sunlight.
2. — kind of carpets is very hard to sweep.
3. I like — kind of stories.
4. — are my Christmas presents.
5. I gave — kinds to —.

179. A DIARY

A **diary** is a written account of the experiences of one's life from day to day.

Below, you will find extracts from the diary of Louisa May Alcott, author of *Little Women*, *Little Men*, *Under the Lilacs*, and many other books for boys and girls. This diary was kept by Miss Alcott when she was ten years of age.

You will find some words in the diary that you would like to change, but remember that Louisa was a little girl at the time the diary was written.

September 1st. — I rose at five and had my bath. I like cold water! Then we had our singing lesson with Mr. Lane. After breakfast I washed dishes, and played on the hill till nine, and had some thoughts — it was so beautiful up there. I did my lessons, — wrote and spelt and did sums; and Mr. Lane read a story, “The Judicious Father:” How a rich girl told a poor girl not to look over the fence at the flowers, and was cross to her. The rich girl’s father heard her, and made the girls change clothes. The poor one was glad to do it, and the father told her to keep them. But the rich one was very sad; for she had to wear the old clothes a week, and after that she was good to shabby girls. I liked it very much, and I shall be kind to poor people.

We had bread and fruit for dinner. I read and walked and played till supper time. We sang in the evening. As I went to bed the moon came up very brightly and looked at me. I felt sad because I have been cross to-day and did not mind Mother.

Thursday, 14th. — I ran in the wind and played I was a horse, and had a lovely time in the woods with Anna and Lizzie. We were fairies and made gowns and paper wings.

It rained when I went to bed, and made a pretty noise on the roof.

Sunday, 24th. — Anna and I got supper. In the eve I read the “Vicar of Wakefield.” I was cross to-day, and cried when I went to bed. I made good resolutions, and felt better in my heart. If I only *kept* all I make, I should be the best girl in the world. But I don’t, and so am very bad.

October 8th. — When I woke up, the first thought I had was, “It’s Mother’s birthday: I must be very good.” I ran and wished her a happy birthday, and gave her my kiss. After

breakfast we gave her our presents. I had a moss cross and a piece of poetry for her.

We did not have any school, and played in the woods and got red leaves. In the evening we danced and sang, and I read a story about "Contentment." I wish I was rich, I was good, and we were all a happy family this day.¹

Who can find a mistake in the little girl's diary?

Recall your experiences on the third, fourth, fifth, and sixth of last July. *Write them in simple diary form.* Speak only of one experience at a time and put all your thoughts on that subject into one paragraph.

180. THE NOUN OF ADDRESS, OR THE COMPELLATIVE

Let us examine the following sentence:—

Mary, your sister is calling you.

In this sentence, the italicized word is used to call, or to compel *Mary's* attention.

It is a **noun of address**. This is sometimes called a **compellative noun**.

Notice that it is set apart from the rest of the sentence by a *comma*, and that it is not the subject of the sentence.

What is the subject of the sentence? What is the predicate?

What is a declarative sentence? (See page 132.)

¹From *The Life, Letters, and Journals of Louisa May Alcott*. Copyright, 1889, by J. S. P. Alcott.

Give four declarative sentences containing a noun of address. Tell the subject and predicate in each.

Give a rule for the punctuation of a noun of address.

Give four imperative sentences containing a noun of address. Tell the subject and predicate in each.

181. DICTATION

1. This diamond is very brilliant.
2. That topaz belongs to my niece.
3. I brought them both from Paris.
4. These skates are a little rusty.
5. Those books are all new.
6. This pair of scissors is sharp.
7. I expect a letter from Andrew B. Yates, Jr.
8. He will accept no reward.
9. They all went home except Albert.
10. Leave the door partly open.
11. Let me see your new dress.
12. I have almost finished my dress.
13. Most boys like to skate.

182. THE THIEF AND THE TURTLE

An Unfinished Story

A thief made his way into a hotel one night, and crept into the larder in search of something to eat. As he was groping about in the dark, his hand touched an object that he thought must be a basket. Cautiously he put his hand in, expecting to get hold of something good. Unfortunately, however, it got hold of him. It was a live snapping turtle.

Finish the story.

183. WRITTEN EXERCISE

Imagination

Imagine yourself left alone in your home on a dark, rainy afternoon. You have been reading *Editha's Burglar*, or a similar book; your mind is filled with fancies, and you become fearful of danger.

Your father has asked the carpenter to repair the gutter above the window near which you are seated. Your mind is so excited by the startling situations of the book that you naturally mistake the carpenter for a burglar.

Use these suggestions as topics for your story : —

1. Your family are away spending the afternoon with relatives.
2. You have been reading for an hour.
3. You hear the stealthy tread of feet climbing up to your window.
4. You timidly peer out.
5. You are frightened and shriek at seeing the man.
6. You are reassured by the man's words and by his amusement at your ludicrous mistake.

184. UNNECESSARY WORDS

Exercise to Fix a Correct Language Form

1. My father went to Philadelphia.
2. He bought me a pair of skates.

Who went to Philadelphia?

Who bought the skates?

What word in the second sentence stands for father?

Then, *in these two sentences*, what two words stand for the same person?

Read this sentence:—

My father, he bought me a pair of skates.

What two words in this sentence stand for the same person?

Is it necessary to use two words in the same sentence to indicate the person who bought the skates?

Which of the two words is necessary?

Which of the two words should be omitted?

Then we may say:—

My father bought the skates.

Thus we leave out the word *he* because it is not needed.

Copy the following sentences, leaving out the unnecessary words:—

1. My mother, she mended my coat.
2. George Washington, he crossed the Delaware.
3. The bird, she fed her babies.
4. The horse, he ran away.
5. The door, it slammed hard.
6. The robin, it has a red breast.
7. My mother, she sent me on an errand.
8. Their parents, they are very patient.

Read aloud your corrected sentences.



185. THE MINUTEMAN

Study of a Picture and of a Poem

Study carefully the picture of the Minuteman.

Does the statue represent the Minuteman as prepared to march? What makes you think so? How does he differ in dress and in appearance from a soldier of to-day? What about him looks like *war*? Why should his sleeves be rolled up? Upon what does his left hand rest? Does a plow make you think of war? Why did the sculptor introduce a plow into this statue?

The statue of the Minuteman stands in Concord, Massachusetts, a few feet from "the rude bridge" that spans the narrow stream across which the British attempted to pass when they were met and opposed by the patriots at the battle of Concord.

Concord Hymn

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.
The foe long since in silence slept;
Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
Down the dark stream which seaward creeps.
On this green bank, by this soft stream,
We set to-day a votive stone;
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

—RALPH WALDO EMERSON.

Perhaps the words *embattled farmers* will help you to understand the statue better.

Have you read *Paul Revere's Ride*?

It was Paul Revere who roused the minutemen by galloping out from Boston and by spreading the news of the coming of the British.

One hundred years from the day of the Concord fight, this statue was unveiled. The President of the United States was present. What was the date, and who was the President?

Assuming that this statue represents James Hayward, a minuteman who was killed in the battle of Concord, and that he has just been met by Paul Revere, who notifies him that "the regulars are out," plan out and *write a supposed dialogue between these two patriots*. The writing may be preceded by oral practice, in which two classmates assume the characters of James Hayward and of Paul Revere, and actually *talk* the dialogue before the class.

Learn the Concord Hymn.

CORRECTION OF PAPERS

Note to the Teacher

IN correcting papers, pupils should be taught first the meaning of the signs (see page 200), and some definite position in which to place them. In order to do intelligent work, considerable drill upon these two points should be done. *At first*, let the pupils find and affix the mark of correction to *one kind of mistake at a time*. For instance, lead them (1) to inspect the first word of every sentence to see if it begins with a capital letter; (2) to find all the sentences that end with no punctuation mark, or with a wrong mark, and to place the sign (/) showing that there is an error in the punctuation; and (3) to go through the paper for the spelling, omissions, awkward phrasing, etc.

A helpful method of drill is to have one paper copied upon the blackboard and the work of correction done by the class, guided by the teacher. Great care should be taken to see that the work is neatly done. Correct a paper yourself and pass it around the class to serve as a standard or guide for the pupils.

If correctors are required to sign their names at the bottom of the papers, they will feel more respon-

sibility for the marks that they make. If they write also upon the back of the paper a list of correctly spelled words corresponding to the incorrectly spelled words in the exercise, this list will answer the purpose of a dictionary in the lower grades.

During the period of correction, it is not a good plan to allow questions in class. If the teacher walks quietly around the room, she can stop beside each desk and settle any perplexing point.

After the papers have been looked over by the teacher, a little note of praise at the top of the paper, bringing to light any particularly happy word or phrase, is a great encouragement to the children.

The owner of a paper should correct finally his own composition, using ink erasers for erasures, and making his entire paper correct.

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